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ABSTRACT

The Alliance for Workforce Skills (AWS), a public/private partnership, provided adult basic skills training to employed and unemployed men and women in the Greater Hartford area. Many goals were not met, due in large part to the massive downturn in the Hartford economy. Only one of the four sponsoring corporations was still an active AWS partner at the expiration of the grant. Only 360 employees of the 520 projected received training, but other accomplishments were achieved: development and refinement of standardized approaches to curriculum development, instructional delivery, and evaluation systems. At the Center for Professional Advancement, 433 unemployed participants were trained in basic skills areas. Members of the AWS collaborative were extremely committed to the role of the private sector as educational leaders and advocates. Dissemination activities were targeted toward corporations, colleges, and employment training/adult education programs. The partner corporations' ability and will to collect training data were seriously hindered by massive layoffs, continuous threats of layoffs, and waves of restructuring. (Appendixes include the curriculum development process, learning objectives, and evaluation instruments. The summative evaluation report by the independent evaluator provides financial information and finds that program effectiveness was adversely affected by the economic situation.) (YLB)

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Alliance for Workforce Skills
Final Report
Summative Evaluation Report

Capital Com. unity-Technical College
Hartford, CT

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1. OBJECTIVES/ACCOMPLISHMENTS

The project objectives and actual accomplishments are described below. Overall, given the deteriorating economic climate and significant staff turnover, the Alliance for Workforce Skills (AWS) made significant progress toward meeting its goals.

Throughout the 20-month grant period a great deal was accomplished at the partnering companies and agencies. While only 360 employees of the 520 who were slated actually received training (69%) a number of other significant "products" were developed: standardized approaches to curriculum development, instructional delivery and evaluation systems were created and refined. The Corporate Liaisons expressed their satisfaction with the quality of the courses, and viewed the collaborative working environment that AWS created as extremely personally and professionally rewarding. They acknowledged the importance of the AWS collaborative model. Pooling corporate resources allowed each company to build stronger and more comprehensive training delivery systems that benefited both the corporate partners and the Greater Hartford community.

The Travelers Companies

The Travelers Companies joined the AWS collaborative with the goals of securing quality customized on-site training in a public/private partnership, enhancing the capacity of their training departments to meet internal training needs, assisting unemployed people in the area to prepare for and secure employment, and providing a catalyst for the initiation of more advanced company-sponsored literacy training efforts throughout the region. On the whole, these goals were met, however a merger occurred with Primerica six months into the grant that resulted in a decentralized training delivery system and the elimination of internal basic skills training at Travelers.

Based on a company-wide survey of training needs, communication and problem-solving skills were found to be the most critical. The Corporate Liaison met with managers to further define the need, and AWS staff assisted with a series of focus groups held with supervisors and employees. The courses that emerged received very positive feedback, both from participants and supervisors. The Travelers Liaison met regularly with managers to solicit feedback on each course and to emphasize the need for reinforcement of new skills on the job. Another Travelers staff person worked with managers to solicit course applicants. He maintained contact with the trainees throughout the course to encourage their input and determine training effectiveness. It was evident that the high level of managerial involvement resulted in increased learning and application of skills to the worksite.

At Travelers AWS offered courses in Business Communications, Working Well with Co-Workers (group interaction skills), Customer Service, Writing Skills and Refining Spoken American English. Supervisors reported the following; that employees demonstrated a greater awareness of the skills they possessed as a result of the training and those that needed further development, that peer reinforcement of newly acquired skills became the norm to the benefit of trainees, that employees themselves felt extremely positive about the courses, and that in some cases, it was possible to document observable behavioral changes (e.g., expanded vocabulary, increased confidence and participation at the worksite). Where supervisors had input into the customization of classes there was a feeling of ownership and relevance to the needs of their departments.

Overall the impact of AWS courses ranged from extensive to minimal. Some department managers felt the courses created a higher level of professionalism in relationships with internal and external clients. In other departments where staff and work processes were changing rapidly as a result of the merger, no real difference was observed. This range of

responses held true equally for English as a second language, business writing, working with co-workers and customer service classes.

There was a high degree of institutionalization of basic skills courses early in the grant period. Basic skills courses were integrated into the general courses in Travelers' training catalogue, and advertised throughout the company. Supervisors responded enthusiastically to the initial needs assessment. As their awareness of the value of basic skills training grew, they began to seek out the Director of Workforce Skills to address what they felt were skills deficits in their departments. The strongest evidence of institutionalization was the creation and hiring of David Zacchei, the Director of Workforce Skills, who served as the liaison between managers, employees and AWS training staff in identifying training needs and developing a systemwide response.

Following the merger with Primerica training was decentralized to individual departments and the corporate training department eliminated. Travelers' participation in the AWS grant effectively ended at that point.

The Corporate Liaison from Travelers felt that partnership in the grant had been valuable for Travelers, both for the quality, cost-effective training that was secured and the broader awareness of literacy needs that AWS created. He stated AWS demonstrated to the private sector how the public sector could serve as a valuable resource. The College offered a level of flexibility and professionalism that most companies believed was lacking in public sector institutions. AWS courses were perceived to be safe and respectful of participating employees. In return, he felt the College benefited from the resources of the partner companies. Unemployed participants at the College's Center for Professional Advancement received a high powered, worksite-focused education that would not be available through the typical adult education curriculum. Finally, he stated that he found AWS to be personally

rewarding. The willingness of AWS members to share "trade secrets" with their peers, some of whom were from competitor companies, demonstrated the level of trust and professional support that developed over the grant period. A great deal of knowledge and expertise was shared among members, building the capacity of each company in the area of basic skills training.

Shawmut Bank

Shawmut Bank joined the AWS collaborative with goals similar to those listed above for Travelers. In addition, Shawmut's Corporate Training Department ways seeking innovative was to measure the effectiveness of corporate training, particularly as it could be linked to increased profitability.

Shawmut based their programming on existing literacy audits which they revised to meet emerging training needs. A survey was conducted of secretarial staff and their supervisors which described the emerging skill sets that would be needed as a result of TQM efforts and the reorganization of work processes. The responses resulted in the development of courses that addressed customer service needs, business writing and math, time management, proofreading and personal effectiveness. The "new" employee would need extensive and on-going training in these and other effectiveness areas.

Simultaneously, through targeted conversations with supervisors, the training staff compiled a description of overall training needs. Supervisors submitted requests for training which included English as a second language and customer relations techniques. In addition a series of focus groups for employees that explored diversity issues underscored the need for basic skills training.

At Shawmut AWS offered courses in Business Writing, English Pronunciation, English as a Second Language and Basic Office Communication.

The Shawmut Bank the Corporate Liaisons expressed their concern with the under-utilization of AWS classes compared to the prior grant: enrollment was down, some courses had to be canceled because of insufficient enrollment, and feedback from supervisors regarding training needs had fallen off. With the layoff of over 3,000 employees and the threat of another 2,000, the corporate environment grew less conducive to training. Many of the branch offices had converted to a higher percentage of part-time employees, leaving managers understaffed and reluctant to release workers for training. Training requests now specified written materials or computerized programs that would not cause an employee to be pulled away from his or her worksite.

Despite a climate that was not conductive to basic skills training, Shawmut staff were very pleased with the results of the AWS courses they were able to run. One of the Shawmut Corporate Liaisons stated that AWS provided an opportunity for the corporation to maintain and expand basic skills training for its employees. AWS was a critical resource when English as a second language and basic writing courses were at risk. She also felt that the company's participation in AWS raised the level of awareness among staff of the importance of basic skills training in employee development. "There will always be a need for basic skills, and the grant provided the resources to make training available to those with the need and commitment."

Through funds from the Connecticut Department of Labor, an on-the-job training component was made available to the employees of AWS companies. Sixty (60) Shawmut Bank employees received training in Introduction to Computers, Word for Windows, Word Perfect,

Excel for Windows and Lotus. These courses offered the employees of AWS partners the opportunity to expand their technical abilities as well as their literacy levels.

Shawmut Bank made significant headway in the institutionalization of basic skills training. AWS courses were merged with other course offerings and publicized extensively via a quarterly calendar, electronic mail and word of mouth. With AWS funding, technical assistance and personal support, the Corporate Training Department expanded developmental training, for the first time, to employees below the rank of supervisor. Where these classes had previously been perceived as "special services", they became a regular component of the overall corporate training plan: basic skills training was framed as critical to the competitiveness of the Bank. The Corporate Liaisons attempted to transfer the AWS model to the Boston home office, but were not able to secure funding to provide training services.

Aetna Life & Casualty

Aetna Life & Casualty, whose training department was considered a national model and whose managers had been instrumental in the founding of AWS, joined the AWS collaborative for all the reasons listed for Travelers and Shawmut. They also viewed the support of AWS as a contribution to the community: AWS' training and employability services were a vehicle for building the capacity of unemployed Hartford residents.

Aetna courses, which were all English as a second language, were customized for each new cohort. The instructor, with the assistance of the Aetna Corporate Liaison, conducted individual employee assessments, and sought out the input of each participant's supervisor. Specifically, she asked for copies of signs, labels or other written materials that were used in the employees' worksites. At the beginning of each class she solicited problems that had occurred during the week on the job for incorporation into the curriculum. In addition, pre- and post-assessments of oral and writing skills were conducted to determine training needs

and accomplishments. A portfolio assessment system was designed which included copies of homework and classwork.

AWS courses received a mixed response from supervisors and employees. While employees were generally enthusiastic, some of the supervisors were less satisfied. The Liaison felt this was due to unrealistic expectations of the amount of English an employee could learn in a short- term class. To address this concern she designed a supervisor orientation that would take place before each class, outlining the material that would be covered and ways to reinforce the new skills on the job. The orientation proposal was not approved by the Aetna training management, and consequently, was never implemented.

Aetna experienced a similar level of structural change to that of Travelers and Shawmut over the period of the grant. Approximately 5,000 employees were laid off, and the entire training division phased out. While initially there had been a constant source of employee referrals from supervisors, this dropped off sharply by the second quarter of the grant. Requests for training remained constant from the International Division only which focused its training resources on higher level managers. As part of the elimination of training staff, the AWS Corporate Liaison was laid off, and no staff appointed to assume her duties. The basic skills courses that had been contracted through AWS were the only ones that were not eliminated. Literacy training was no longer seen as cost-effective in an economy where a large pool of highly literate, unemployed job applicants was available. Those departments whose employees had originally been targeted for AWS services such as the warehouse, maintenance and the cafeteria, were outsourced to private contractors. As the Liaison stated, corporate priorities shifted from "social responsibility to survival and profitability."

Pratt & Whitney

Pratt & Whitney joined the AWS collaborative primarily as a contribution to community economic development. Even before the awarding of the grant, massive layoffs and the restructuring of job responsibilities left the Corporate Liaison without a clear direction for training efforts, including the company's commitment to AWS. Pratt underwent a series of departmental mergers which essentially eliminated all but a handful of trainers. The Corporate Liaison attempted to fit AWS' services into Pratt's emerging training needs, but decisions were repeatedly delayed as Pratt's priorities shifted. In the final quarter of the grant one class was developed for the Southington plant, but even with a two-month extension, Pratt was unable to utilize its full complement of courses before the expiration of the grant.

The one course that AWS developed was Technical Writing for CNC machinists. Ten (10) employees were enrolled. Workers, the Training Manager for the plant and AWS staff reported a high degree of satisfaction with the training: they have requested that the class be run two more times even though the grant has expired and federal funds are no longer available.

Through the on-the-job training funds from the Connecticut Department of Labor, seventy-five (75) Pratt & Whitney employees received training in geometric dimensioning and tolerancing, CNC, SPC and metrology. This allowed AWS to supplement its basic skills courses with technical training that reinforced literacy skills and increased employee mobility.

Curriculum

The AWS Curriculum Committee, consisting of representatives from three of the four partner companies and project staff, focused on developing a core curriculum that would allow for employee and supervisor input. It was designed to be comprehensive,

simple, and comprehensible to non-educators. Learning objectives that were specific to each course were drawn from the core curriculum, and invited the direct input of supervisors and employees. This curriculum also provided the basis for pre- and post-course assessment: items from the customized curriculum were built into the assessment instrument to create a customized assessment system that paralleled the curriculum.

The Committee began its work with the mission of reviewing existing AWS curricula in light of emerging corporate training needs. They examined curriculum content for relevance, methodological approaches, strategies to insure employee and supervisor input, compliance with federal guidelines and comparability/consistency across AWS companies. It was recommended that the Center for Professional Advancement (CPA) add instructional modules in learning styles, study skills, professionalism, customer service skills and TQS. Curricula were later expanded for each of these and introduced into the CPA instructional sequence. CPA instructors participated in in-service training workshops on TQS principles and instruments, and theme-based curriculum development (that used customer service and professionalism as models). Both Aetna Life & Casualty and Shawmut Bank shared curricula that were used at their companies with CPA staff. The Committee supported the CPA's use of cooperative learning as well as its integration of computer-based instruction with instructor-led activities.

For on-site classes it was agreed that the existing core curriculum, which emphasized critical thinking and contextual applications of basic skills, continued to be relevant. Committee members stressed the importance of cooperative educational approaches and the use of TQS measurement systems where applicable. To simplify course curricula and standardize the format, the Committee developed curriculum packets that included the core curriculum, the forms on which specific training needs would be recorded (this included a section for supervisor and employee input), sample pre- and post-course evaluation forms, and a step-by-

step procedural explanation (see Appendix A). Instructors were trained in the use of these materials: the process for customizing the courses, the suggested sequence, and their responsibilities in documenting course outcomes. Because each company had different internal procedures for soliciting employee and supervisor input and feedback, instructors at each site relied on the AWS Corporate Liaison to become familiar with and convey the company's approach. To further insure continuity across AWS components and continuously update curricula, on-site instructors were frequently drawn from the faculty at the CPA, and vice versa.

The AWS Board reviewed and approved the above forms and procedures recommended by the Curriculum Committee. A core curriculum was drawn up from a compilation of generic training objectives (behavioral outcomes). In designing each class, the Corporate Liaison, along with other designated representatives from the company, worked with AWS staff to select specific course objectives from the core curriculum. A syllabus was then developed by the instructor for each course. This allowed AWS to capture information about each course in a systematic way - training objectives, instructional techniques, activities or areas of skill application to the job, and training materials. The stated objectives formed the basis for customized pre/post skills assessment instruments. It was important that the syllabus be sufficiently detailed for supervisors to understand the focus and application of each course. This encouraged supervisor input and customization, while at the same time, suggesting techniques for the reinforcement of newly acquired skills at the worksite.

Instructors were encouraged to visit the worksites to observe how skills were applied on the job, and to perform informal literacy audits. They collected job-specific vocabulary and materials for incorporation into their courses.

At Aetna Life & Casualty the AWS instructor actively solicited supervisor input into each curriculum. She visited trainees' worksites to document signage, copied labels from the cleaning products used by maintenance staff, and frequently sought out answers to questions that were raised in the classroom. She developed a rapport with her students that encouraged their continuous input into the curriculum.

Need Assessments

AWS built upon literacy analyses that were performed during the prior funding cycle on entry-level jobs ranging from banking teller to customer service representative to administrative support staff. These analyses had documented the increasing importance of higher level reasoning skills, technical skills, information accessing skills and effective communications skills. AWS staff worked with each company to refine the process for determining basic skills training needs. This was supplemented with pre-training skills assessments of the participating employees, as well as feedback from supervisors and employees themselves on skill areas they felt should be further developed. In some cases supervisors or human resources department staff referred employees to courses with a specific request for training. In other cases employees themselves identified a need and enrolled directly in a course that was offered to all employees through the company newsletter.

At Aetna Life & Casualty the AWS on-site instructor was responsible for directly contracting supervisors to determine training needs. She worked closely with the AWS Corporate Liaison to confirm priority training objectives and to identify other contexts within the company where similar skills might be applied. The Corporate Liaison also helped orient her to the general business environment. The instructor encouraged employees to share any literacy problems they were experiencing at their worksites during classtime. If appropriate (and with the employee's permission) she would ask their supervisor for observations about the employee's concern; the context in which it occurred, written materials associated with that task, and

suggestions for enhancing the employee's performance. In some cases this conversation resulted in a discussion between the supervisor and employee that engaged the supervisor's support and active reinforcement of the targeted skills. In addition the instructor used pre-course oral interviews and informal written assessments to identify the specific training needs of the members of each class. In these ways informal needs assessments were performed on an on-going basis at Aetna.

Generally the training or human resources department in each business unit identified its internal training needs. AWS and corporate training staff interviewed supervisors to better understand the nature of the targeted skill areas. At Shawmut Bank and Travelers several focus groups were conducted with a sample of employees and/or supervisors to more clearly define training needs and concerns. In a few cases a sample of customers of the employees was also interviewed on their perspectives. The results of these assessments allowed AWS staff to further customize each course. Both supervisors and focus group participants were offered the opportunity to review and further refine the training curriculum.

Goal 1: To train 520 employees in need of basic skills, 95% of whom will retain their current jobs or be promoted as a result of the skills acquired through training.

Accomplishments

Over the 20 months of the grant cycle, 360 employees were trained, or 69% of the number projected. Of these, 82 were enrolled at Aetna Life & Casualty, 124 at Shawmut Bank, 144 at Travelers and 10 at Pratt & Whitney. Instructors reported that 97% of these employees advanced their basic skill levels as a result of their classes (as measured by observation, portfolio assessment, verbal feedback and post-course assessment instruments).

It was impossible to track the retention or promotion of the participating employees. Not only were large numbers targeted for layoff or inter-departmental transfer, the supervisors, and even the Corporate Liaisons, who were responsible for monitoring the long-term effects of basic skills training, themselves were laid off. AWS staff were not able to track the shifting job responsibilities or titles of the course participants, and therefore, were unable to draw meaningful conclusions regarding the impact of basic skills training on retention or promotion.

Goal 2: To solicit pre- and post-training assessments from the supervisors of at least 75% (390) of the employees: resulting data will document an increase in one or more skill areas for at least 90% of the employees.

Accomplishments

Only 21 employees (6%) were evaluated by their supervisors. While the supervisors from Travelers were unable to document any increases in skill levels because they felt the post-assessment was administered too soon after the course to observe the application of newly acquired skills to the job, all those who responded described an increase in skill levels equally divided between "somewhat" and "greatly".

Goal 3: To solicit self-assessments from at least 25% (130) of the employees: at least 75% (98) will report enhanced skills.

Accomplishments

Pre- and post-training self-assessments were completed by 29 employees (8%). The large majority of responses documented a "great improvement" in skill levels,

and the remaining responses, "somewhat improved" skills. Another 21 employees filled out post assessments only, most of which described "greatly improved" skills.

Goal 4: To pre and post assess all employees in the targeted skill areas: at least 80% (440) will show a 10% or greater increase in scores.

Accomplishments

Pre and post assessment was a combination of employee self-assessment and instructor assessment. Ten formal assessment forms were submitted by instructors, all of which documented at least a 10% improvement in skill levels.

In oral feedback to program staff, instructors reported 342 students (95%) demonstrating skills increases. Their methods of evaluation ranged from in-class simulations, to performance on homework assignments, to improvement on pre/post videotaped presentations, to portfolio assessment.

Goal 5: To train 300 unemployed participants at the Center for Professional Advancement; 20% (60) will become employed, 50% (150) will enter more advanced education or skills training, 50% (150) will show score increases of one grade level on the CASAS test. The majority will demonstrate more positive attitudes toward learning and a reduction in barriers to employment or education, increased self-confidence and a greater ability to define and solve problems.

Accomplishments

At the Center for Professional Advancement (CPA) 433 unemployed participants were trained in basic skills areas including English as a second language and preparation for the GED (high school equivalency test). This was 44% higher than

originally projected. Curricula for each sequence were developed with the assistance of AWS Board members who shared materials used at their companies, workplace contexts for applying basic skills, and in many cases, whole training curricula.

Each instructional sequence at the CPA included a job skills class (where students prepared resumes, practiced job interviewing skills, participated in career awareness workshops, and discussed ways to find and keep a job) and a computer literacy class.

One day per week was devoted to personal development workshops where students set long- and short-term personal goals, and guest speakers facilitated activities that were focused on cultural diversity, team building, conflict resolution, AIDS and other areas that enhance self-esteem and personal growth. The partner companies generously contributed staff to present information on careers in banking and insurance, TQM concepts and their application on the job, and the evolving nature of work responsibility at their companies. Once each semester the CPA held its "Professional Day" where mock interviews were conducted by recruiters from area companies including the AWS partners.

Pivotal to the program was the strong case management system. Each participant worked with a case manager to set educational objectives and to monitor progress. The case manager provided personal and academic counseling, and made referrals to further support services where required.

Of the 433 trained, 39 (9%) became employed, 307 (71%) entered more advanced education or skills training, and 388 (90%) showed scores increases of one grade

level or more on the CASAS test. Over 85% (369) described themselves and were rated by instructors as having a more positive attitude toward learning and their own ability to successfully learn new skills and information.

The grant also stated that graduates would demonstrate "a reduction in barriers to full-time employment or education, as indicated by self-evaluation, instructor/case manager assessments, or enrollment in further education or training...." This goal was also met. Follow-up data confirms the transition of 307 graduates (71%) to more advanced education or training programming following their completion of one or more training cycles. In addition, case managers documented their work with approximately 220 (51%) participants to resolve employment barriers such as child care and transportation problems, domestic violence, substance abuse issues, housing and legal problems, and family health concerns.

Goal 6: To expand the AWS (GHAL) partnership into a regional response to workplace literacy issues.

Accomplishments

The AWS members were extremely active in disseminating information about the collaborative in an effort to expand the partnership. An opening press conference announcing the new grant launched a series of marketing activities that included articles in the local newspapers, sponsorship of a video conference for area industry and education providers, quarterly invitations to local employers to visit the training site and learn more about AWS, presentations on AWS before the Regional Workforce Development Board and the Connecticut Legislature's Education Committee, numerous presentations at regional and national

conferences, and workshops with area industry to assess training needs and explore the benefits of AWS membership (see Dissemination Activities).

The public sector response to AWS' publicity was extremely positive. Public sector agencies surpassed their level of financial and in-kind contributions to AWS from the anticipated $226,386 to $390,000.

* The CT Department of Labor contributed $40,000 to the AWS partner companies. This allowed AWS to supplement its basic skills training with technical training (computer operation, CNC, SPC, geometric dimensioning and tolerancing, metrology).

* Approximately $330,000 in public funds were contributed to AWS by the State Departments of Education and Social Services, the Regional Workforce Development Board (JTPA II-A and 8% funds), and the City of Hartford Department of Social Services.

* Literacy Volunteers contributed two volunteers to tutor at the Center for Professional Advancement (CPA).

* The Urban League of Greater Hartford contributed two senior aides to provide clerical support for the CPA. This was valued at $1,600.

* The Village for Families & Children, Inc. (formerly Child & Family Services) contributed a part-time Social Work Aide to assist the CPA Case Managers. This was valued at $8,000.

* The Community-Technical College System contributed over $10,000 in inkind funds to oversee on-site training, and to provide training space, financial and project management and supervision.

* The City of Hartford and the Connecticut Department of Labor donated on-site job placement services for unemployed participants.

* The Hartford Board of Education co-sponsored classes for unemployed men and women at the CPA.

It was more difficult to expand the participation of area companies in AWS activities. As described in the next section (see Slippage) the Greater Hartford area continued to experience unprecedented employee layoffs. That, coupled with the restructuring of work processes in all four of the AWS corporate partners, seriously hindered AWS' ability to meet its goals, particularly in the areas of supervisor and employee involvement in curriculum design, course assessment and institutionalization. Despite the layoff or retirement of the key Company Liaisons in three of the four member companies, all four companies donated their full $15,000 cash contribution. In-kind donations exceeded the projected budget by 72%. In addition, supervisors in three of the four companies continued to refer employees throughout the grant to AWS courses.

* At Aetna Life & Casualty supervisors from the International Division saw English as a Second Language courses as meeting a critical need for enhanced communication skills. Their focus, however, was on the writing and oral communications skills of managerial level employees rather than the entry-level employees for whom AWS services were originally targeted.

* At the Travelers Companies, following an initial company-wide survey of managers and a series of focus groups of employees, it was determined that classes should focus on higher

level communication skills including telephone skills, meeting participation strategies and problem solving with customers. These courses were curtailed following the merger of Travelers with Primerica.

* At Shawmut Bank AWS courses focused on English as a second language and communication skills with customers as prioritized through surveys and focus groups. Several of the courses that were designed through AWS were eliminated or significantly underenrolled due to layoffs and management restructuring.

* At Pratt & Whitney course design and delivery was delayed because of serious downsizing and reformulation of training goals. Only the first phase of the AWS training plan was completed at Pratt & Whitney by the expiration date of the grant.

Multiple attempts were made to draw new companies, particularly smaller companies from the area, into AWS programming. For reasons similar to those described above, the response was lukewarm. Managers from small companies were severely understaffed, and did not feel they had the "luxury" to free up employees for training, even if it were offered on site. They themselves could not make a commitment to attend AWS' openhouses or Board meetings. Their continued interest, however, was expressed in their willingness to join with AWS on its application for a third round of federal funding. Without the offer of subsidized training it is unlikely that any smaller companies will be active members of AWS in the near future.

Goal 7: To provide visible leadership and advocacy on issues related to adult education and school-to-work transition.

Accomplishments

Members of the AWS collaborative were extremely committed to the role of the private sector as educational leaders and advocates. Staff and Board members sit on the Regional Workforce Development Board where they oversee school-to-work, adult education and employment training programming. The regional School-to-Work Collaborative was chaired by Dean Francis Chiaramonte. Staff sit on the regional board for Carl D. Perkins coordination, and are part of the evaluation team for Even Start (family literacy) funding proposals. The Corporate Liaison at Pratt & Whitney developed and oversaw summer internships for 25 Tech Prep high school students, as well as in-service technology workshops for high school teachers. The Liaison at Aetna ran Aetna's Saturday Academy which upgraded the basic skills of urban junior high school students and encouraged parental involvement. In addition, AWS staff run the regional Transition to College Program for local adult education students, and represent the College in the Hartford Urban Education Network, a collaborative of local educators which coordinates high school-to-college efforts. In each of these capacities AWS members bring their knowledge of workplace literacy, educational evaluation and curriculum design, as well as their commitment to the infusion of employability skills into academic curricula.

AWS staff and Board members participated in a number of local conferences and workshops where they shared their knowledge of the skills employers are seeking and offered technical assistance in a variety of areas. Board members advocated strongly for basic skills instruction both within their own companies and with area businesses. They viewed the creation of learning organizations as a critical corporate goal which enhanced employee morale, encouraged the continuous improvement of products and processes, and ultimately had a positive impact on profitability.

Goal 8: To expand awareness and institutionalize a response to the need for workplace literacy training within the partner corporations.

Accomplishments

Given the current mode of downsizing and restructuring, institutionalization of basic skills instruction was not a high priority for the AWS partner corporations. Along with other functions that were viewed more as part of the company's "socially responsibility" than a strategy for build a competitive edge, basic skills training was virtually discontinued in two out of the four companies. It was severely reduced in a third. In addition the large number of highly skilled dislocated workers available in the local labor pool made basic skills training less critical. Where literacy had been an issue less than three years ago, whole departments that had been prior customers (e.g., the cafeteria, warehouse and building maintenance staff) were "outsourced" to private vendors. Corporate training is currently focused on those areas that are perceived to be essential to the survival and immediate profitability of the company.

In addition, without the incentive of future federal funding, the AWS partner corporations shifted their efforts from basic skills training to other strategies for upskilling their employees. The Corporate Liaisons, who in many cases were founders and long-term supporters of AWS, continued to advocate for the investment of resources in basic skills, albeit at a more sophisticated level than originally projected. They understood the long-range benefits of basic skills training, but were working in environments where the focus was oriented to shorter-term solutions.

Despite these overall shifts in the corporate culture, the AWS Corporate Liaisons were strong advocates for the collaborative model and the "value added" from their participation in AWS. They cited the pooling of resources as the key benefit they experienced to their company. Because of shared strategies, materials and moral support, each company was able to deliver a stronger and more comprehensive array of services. While all four companies struggled to maintain literacy training in the face of drastic downsizing and restructuring, the Liaisons agreed that the need for basic skills training, although of limited value in the current economy, would re-emerge in the future; that AWS-like collaboratives would again become a business necessity.

The degree of institutionalization varied within the four partner companies.

* Shawmut Bank - Shawmut probably benefited the most from its participation in AWS. Prior to AWS membership there was no basic skills training offered to employees. Through the support and assistance of AWS staff and members, developmental training for employees below the rank of supervisor has become institutionalized. Rather than viewing basic skills as a "special service", the Shawmut Training Department now considers its basic skills courses as critical to achieving its goals and remaining profitable in the market. Basic skills courses are now a standard offering in the quarterly training calendar. As a sign of its level of commitment to basic skills coursework, the Shawmut Liaisons attempted to transport the AWS collaborative model to their new Boston home office following a merger with Connecticut National Bank. Because of a lack of funds, however, the effort was ultimately discontinued in Boston.

* Aetna Life & Casualty - While there was a strong initial interest at Aetna in maintaining basic skills training, particularly in the International Division, a series of employee layoffs forced the company to realign its priorities. Basic skills training was no longer in demand in a labor market with large numbers of highly literate unemployed applicants. Whole departments in which communication skills training had been a high priority (e.g., among cafeteria staff and warehouse and maintenance workers) were outsourced to private contractors. As the Aetna Corporate Liaison stated, "The commitment to social responsibility gave way to one of survival and profitability."

* The Travelers Companies - As evidenced by its active participation in the AWS partnership, Travelers made a clear commitment to basic skills training prior to the grant. Basic skills classes were routinely offered along with other training opportunities in the catalogue. David Zacchei was hired as the Director of Workforce Education to ascertain the training needs of each department, the "internal customers" of the Corporate Training Department. In response to a company-wide needs assessment of managers, a series of meetings and focus groups was conducted with supervisors and employees to refine training objectives and customize syllabi. It was determined that AWS' basic skills courses were highly effective based on reaction surveys, and mid- and post-training meetings with managers. Supervisors cited a greater awareness of employee skill levels and commitment to improvement, a higher degree of professionalism, more consistant peer reinforcement of basic skills, positive employee feedback, and in some cases, documented behavior changes as a result of class participation. This enthusiasm waned, however, as the layoffs that followed the merger began. In some departments the staff turnover was so great, it was impossible to measure the effects of training. Ultimately all

training functions were decentralized to individual departments which contracted out for services: the Corporate Training Department was discontinued and its staff (including the AWS Corporate Liaison) laid off.

* Pratt & Whitney - Between the submission of the proposal and the awarding of AWS' workplace literacy grant, Pratt & Whitney began a massive restructuring of all its work processes, including its training functions. All training was put on hold for the first seventeen months of the grant while long- and short-range planning redetermined training goals. Only one basic skills class was offered through AWS during the final three months of the grant. No significant institutionalization of basic skills training occurred as a result of Pratt's participation in the AWS collaborative.

* Capital Community-Technical College (CCTC): CCTC has continued to demonstrate its commitment to workplace literacy. The Business and Industry Services (BISN) Director holds a permanent staff position within the College's Division of Continuing Education & Community Services. Because of AWS, Linda Guzzo, the BISN Director, is able to advocate more strongly for workplace literacy with the companies she serves. She now offers a comprehensive menu of basic skills training that utilizes AWS curricula, materials and delivery systems. She also can draw from an expanded pool of instructors who were trained through the AWS grant. Since Ms. Guzzo's appointment as Associate Dean of Continuing Education and Community Services, and the anticipated hiring of a new BISN Director, CCTC will increase its capacity to offer basic skills training to local industry.

* The Center for Professional Advancement (CPA), which served primarily unemployed men and women under the grant, has also been merged into CCTC's ongoing programming. Now supported by state and municipal grants, the CPA has become a resource that is made available both to the employees of local businesses and the unemployed. At the same time it prepares men and women to secure and retain jobs, it serves as a feeder for the College. The College's Counseling Department has begun to refer applicants to the CPA whom they feel need additional basic skills preparation or high school diplomas before entering CCTC.

* The State Department of Labor continued to support AWS' efforts to expand workplace literacy training. They maintained a representative on the Board despite their own internal restructuring and downsizing. They also continued to supplement AWS' basic skills instruction with on-the-job training funds ($40,000) that enabled AWS to offer a technical training component to the employees served through AWS.

Goal 9: To continue development of a program that is replicable in other areas.

Accomplishments

The AWS partners believe the collaborative approach to workforce literacy is the most cost-effective and comprehensive way to offer basic skills training. As a result of the AWS collaborative, managers from the four partner companies agreed they were able to access a broader range of courses, and a system for customizing individual classes to the workplace context of the employees. AWS demonstrated to the private sector that a partnership with the public sector could indeed result in access to increased resources and expertise: that public institutions could deliver

flexible, cost-effective and high quality services to the private sector. There was an effort to convey this message to other companies, especially smaller companies which are in even greater need of basic skills training. While AWS was not able to expand the collaborative or stimulate new workplace literacy collaboratives statewide, it is our belief that the model will be recreated when a stronger economy allows companies "the luxury" of concentrating on employee retraining (and when the job applicant pool again demonstrates a need for basic skills).

The AWS model was widely shared with other educational institutions across the region including colleges and adult education programs. Not only did educators view AWS' approach as a vehicle for marketing their instructional expertise to area companies, they also saw the benefit of building relationships with the private sector. Working together to determine company training needs and develop assessment systems enables educators to develop a new understanding of the world of work. They were able to transfer concepts and language observed at the worksite to their own adult education classrooms, adding a dimension that was increasingly workplace- or "reality-based."

Finally, both AWS Corporate Liaisons and staff speak positively of their participation in the AWS collaborative to other training managers. Their testimony that AWS was personally rewarding is contagious. They cite the knowledge gained, the high degree of sharing that occurred, and the collegiality that developed among Board members, despite the fact that their companies were competitors in the market. This testimony has an impact on both public and private sector audiences, and we believe, will ultimately lead to future replications of the AWS model.

At each public presentation AWS members make, we continue to offer assistance with project start-up activities, evaluation approaches, curriculum development, and techniques for enhancing company buy-in. AWS structures and materials have been made available to other projects for their replication or adaptation.

Goal 10: To incorporate a "big helping small" component that allows vendors and subsidiaries of the partner companies to utilize the Center for Professional Advancement (CPA).

Accomplishments

Access to courses at the CPA was offered widely to small companies through the Business & Industry Services Directors at four Community-Technical Colleges, the Connecticut Department of Labor, and the Connecticut Business & Industry Association, as well as via the extensive publicity the program received. As discussed above, few small companies were able to take advantage of AWS services. Most companies could not free up managers to attend AWS functions, even workshops or focus groups designed to determine their training needs, and outline ways their employees could access economical customized training. The few small companies that did utilize the CPA and other AWS services returned again and again because they perceived AWS as offering a trained labor pool from which to hire. Several small companies attended the CPA Professional Days on a regular basis to interview trainees. Four CPA graduates were hired by these small companies. While none of the companies actually released employees during their work hours for training at the CPA, 62 trainees at the CPA during the grant period were either full- or part-time employed. They came on their own to the CPA with the hope of improving their skills and credentials, and of becoming more upwardly mobile within their workplaces.

Goal 11: To design structures (participant focus groups, peer counseling/tutoring opportunities) that more effectively incorporate participant input into the program design.

Accomplishments

Focus groups were used to facilitate participant input into the program at two of the AWS partner companies. At Shawmut Bank focus groups were organized to explore diversity issues within the company. A key element that emerged was the need for communication skills, both with customers and co-workers. At The Travelers Companies several employee focus groups were facilitated by AWS staff and the Corporate Liaison to identify training needs. Similarly, communication skills were ranked as critical, along with problem solving with customers.

Three AWS companies conducted training needs surveys that targeted employees as well as managers. At Shawmut a telephone survey of secretaries and their bosses identified a strong interest in enhanced office skills training, business writing and math. At Aetna the AWS instructor informally polled employees on their training needs, and actively solicited input into course development. At Travelers a survey encouraged managers to dialogue with their employees for the purpose of documenting specific examples/situations that demonstrated a need for basic skills training.

At all four companies trainee input was solicited during the first training session and throughout the course. Aetna used pre-training interviews, writing samples and a portfolio assessment approach that included samples of homework and classwork to record on-going trainee feedback. In addition, the instructor

collected vignettes about problems on the job which she later incorporated into her curriculum. She encouraged employees to bring in signs, labels, memos, etc. that were particularly challenging.

Travelers staff administered a followup survey to its training graduates to determine the degree to which the course met their needs, and solicit ideas for improving the class. The survey also surfaced additional training needs which led to the development of further courses.

In three cases graduates from the Center for Professional Advancement were hired as classroom aides. Their participation at staff meetings, where they offered suggestions and observations on AWS programming from the trainee perspective, was invaluable.

Goal 12: To incorporate Total Quality Management (TQM) principles into all aspects of the basic literacy skills offered to program participants.

Accomplishments (Companies)

At the Center for Professional Advancement, TQM principles were taught by a trainer from Pratt & Whitney during each training cycle. Math instructors introduced charts and graphs into their syllabi to reinforce TQM methods. Teamwork and problem solving was emphasized in all classes.

AWS staff took part in an inservice training on TQM principles and methodologies. They were encouraged to incorporate their learnings into their lesson plans, and were offered assistance in doing so by AWS staff.

The response to these activities was very positive on the part of both staff and students: they saw it as training for the "real world". All commented on ways they were able to apply TQS principles in their coursework, both at the CPA and on site. Because many instructors taught both at the CPA and on site, TQM skills were reinforced in both settings.

Goal 13: To develop and implement an evaluation mechanism for measuring the effect of workplace literacy training on departmental business goals or profitability in two or more companies.

The AWS Advisory Board and its Evaluation Sub-Committee concentrated its efforts on developing a package of assessment instruments that measured qualitative and quantitative outcomes of learning and behavior on the job. It was decided early in the grant cycle that high employee turnover and the restructuring of work responsibilities made it impossible to track the impact of AWS training on profitability. Where workforce training had been a high priority at all four corporations, economic survival became the new focus: basic skills training was eliminated or substantially reduced. Furthermore, there were no staff at the companies with the time or responsibility to monitor outcome data. In light of these shifts in corporate culture, AWS agreed to invest its staff hours in collecting data that would have a more credible link to productivity.

Accomplishments

Goal 14: To expand the project evaluation system to include pre- and post-training assessments of self-esteem, group interaction skills and critical thinking/reasoning abilities.

Accomplishments

After extensive discussion, Board members agreed that this was not a high priority for the AWS project, given the shifts in climate that were occurring at the four partner companies. There was a general consensus that subjective measurements would not be convincing evidence of the value of basic skills training; that efforts to document the effects of training in more concrete skill areas (i.e., math, letter writing, verbal skills on the telephone) would be more productive, and might aid the Corporate Liaisons in building a stronger argument for retaining basic skills instruction.

2. SLIPPAGE

The Alliance for Workforce Skills (AWS) fell short of its goals in several areas. In each case there was an effort to correct for the slippage, or a decision to adjust the goal to meet the shifting needs and capabilities of the partner companies.

A. Turnover of Corporate Liaisons

While 520 employees were targeted for training under the grant, 360 were actually trained. This was due to a number of factors. All four of the AWS member companies laid off large numbers of employees during the grant period (Shawmut laid off close to 5,000 employees; the Travelers Companies merged with Primerica and laid off over 5,000 employees including its entire training division; Aetna Life & Casualty laid off 4,000 including the majority of its trainers from The Aetna Institute, its internationally-recognized corporate training facility [its basic skills training staff were eliminated]; Pratt & Whitney laid off 3,000 employees and discontinued basic skills training). In the face of this massive "downsizing" and restructuring, the AWS liaisons struggled to maintain their companies' commitment to the project.

* At Shawmut Bank, despite the loss of the Director of Corporate Training & Development, classes were continued and even enhanced. Karen Santacross, Assistant Vice President for Professional Skills Development, who was one of AWS' founders and chief proponents, assumed leadership of the AWS project at Shawmut Bank. She was elected Chair of the AWS Advisory Board when the original Chair, David Zacchei, was laid off from Travelers. Shawmut continued its active support of AWS' work through both financial (i.e., employee release time, financial donations) and in-kind personnel contributions during the grant period. The Shawmut Liaisons chaired the AWS Evaluation Committee, made multiple presentations to the unemployed trainees at the Center for Professional Advancement (CPA), hired three (3) CPA graduates, and actively participated in AWS' dissemination activities. One-hundred twenty-four (124) employees were trained at Shawmut, just six fewer than projected in the proposal.

* Pratt & Whitney's active involvement in the AWS collaborative waned when basic skills training was discontinued at its East Hartford plant. Pratt's designated Corporate Liaison was assigned a number of new responsibilities which conflicted with the demands of AWS coordination. After extensive negotiation, AWS classes were shifted to Pratt's Southington plant, however Pratt was not able to maintain a representative on the Board, nor was there a full commitment to the AWS curriculum development or assessment systems at the new training site. These factors led to a prolonged delay of the start date for instruction; ultimately only one class was delivered at Pratt which served ten employees (rather than the 130 that had been anticipated). Despite these setbacks, Pratt contributed its full dollar amount to the project, released employees for training, and provided Total Quality Management workshops for CPA staff and trainees.

* Aetna Life & Casualty completed the AWS classes, but with the layoff of their long-standing AWS liaison, Roberta McHugo, could not dedicate staff to formally collect supervisor or employee feedback for the AWS evaluation process. Aetna's participation on the Board and committees was terminated, but its commitment to financial support and employee release time honored. The number of employees enrolled in Aetna classes was unpredictably small (82 rather than the 130 targeted): recruitment essentially ended with the loss of the Corporate Liaison. Even before she left, however, she noted that supervisors were increasingly reluctant to release their employees for training when the layoffs left them so severely understaffed. Despite these difficulties, Aetna hosted the AWS-sponsored videoconference, and the Aetna Liaison chaired AWS' Curriculum Committee and participated on multiple occasions in CPA mock interviewing and career workshops.

* The Travelers Companies also eliminated all basic skills instruction following a merger with Primerica and the elimination of its Corporate Education Department. When the AWS Liaison and Chair of the AWS Advisory Board, David Zacchei, was laid off, Travelers' active participation was abruptly ended. The newly appointed Assistant Director of Corporate Training initially assumed the Liaison role, but was transferred to Primerica's New York office within three months. Classes at Travelers were completed with an enrollment of 144 employees, 14 above the 130 projected. Without internal staff support, however, supervisor and employee assessment data were unattainable. Travelers did honor its financial commitment to AWS and released employees for training. It donated inservice training for AWS staff, conducted career workshops and mock interviewing for unemployed trainees at the CPA, and presented the AWS model at a number of national forums.

Overall AWS project staff felt positive about the efforts of the Corporate Liaisons to comply with their original commitment to the grant in the face of extremely difficult circumstances. All four of the partners contributed their full $15,000 to the AWS grant, and classes were held at all four, albeit with reduced enrollment and limited capacity to solicit employee or supervisor feedback on training outcomes. Each of the Corporate Liaisons attempted internally to shore up support for the AWS collaborative. The fact that there was a genuine effort to replace departing staff and to continue basic skills instruction was evidence of the success of the collaborative.

At three of the four member companies the functions assigned in the grant to the Corporate Liaisons were seriously affected by the high turnover in personnel. All four found themselves with increased responsibilities, new work assignments, and in one case, a transfer to a whole new department. Board meetings, originally monthly, were reduced to bimonthly then quarterly in an attempt to make the best use of the time the Liaisons could allot to AWS. The hands-on monitoring of program implementation, pre- and post-training assessment, and strategic planning for such functions as dissemination and staff development were eliminated. The Curriculum Committee, chaired by Roberta McHugo, was disbanded: the degree of customization of instructional-materials was consequently less than anticipated. The original plans to market AWS' successful model through a final press conference, on-going news releases, and articles in professional journals were discontinued by the sixth month of the grant.

In spite of these setbacks, Shawmut Bank was able to institutionalize basic skills training to a significant degree. Basic skills courses were incorporated into the company's standard internal training offerings, and in some cases, transferred to the Boston home office. A dramatic shift in corporate culture occurred when

developmental training was introduced for employees below the rank of supervisor: this is now considered integral to the profitability of the company. The Shawmut Corporate Liaisons attribute much of this change to their company's participation in the AWS collaborative. Furthermore, as the former Corporate Liaison from The Travelers companies stated, AWS demonstrated to the private sector that educational institutions could develop high quality, cost-effective training that was geared to the needs of area industry and delivered in a flexible, professional manner.

B. Needs Assessment/Curriculum Development

The loss of the Corporate Liaisons had its most serious impact on the AWS curriculum development and assessment functions. A core curriculum was developed and refined in the first six months of the project, but without an active Liaison at each company, supervisor input was virtually impossible to collect. It had been the role of the Liaison to contact each supervisor before the start of each class to determine the training needs of participating employees. As "insiders" in the companies, they had the credibility and access to do so, which other AWS staff did not. While instructors administered brief needs assessments to employees at the beginning of each course, many of the classes were not customized to the extent that had been originally intended. Advisory Board members considered having the AWS staff directly contact supervisors where a replacement for departing Corporate Liaisons had not been assigned, but it was agreed that this was a politically delicate matter, and could result in even less cooperation from the companies than existed following the loss of the Liaison. A decision was made to concentrate on gathering input from employees as a method for shaping the curriculum.

C. Assessment

A parallel problem existed in AWS' ability to consistently document pre- and post-training outcomes. Assessment forms were reworked in the first six months of the grant to include

supervisor, employee and instructor pre- and post-assessments. As the Corporate Liaisons' involvement with AWS diminished, so too did their ability to solicit supervisor support for the project. It became increasingly difficult to collect pre and post supervisor and trainee data. Ultimately, in a number of the classes, no supervisor data was collected. After the Liaisons from three of the companies left their companies and were not replaced, the AWS staff and Advisory Board agreed to maximize employee and instructor input as a way to salvage the AWS assessment system.

The AWS partners laid out an ambitious set of goals in the area of evaluation. They projected that 75% of the employees would be evaluated by their supervisors, and of those evaluated, 90% would show an increase in one or more of the skill areas measured. Twenty-five percent (25%) of employees were to self-evaluate, 75% reporting enhanced skills. In addition, all employees would be pre- and post-tested and 80% would show an increase of 10% over their initial scores.

The collaborative fell far short of these goals. In actuality, only 12 (3%) of the employees who were trained were evaluated by their supervisor. This supervisor stated that she could not document any skill increase because it was too early to observe application of the skills they were learning to the job. Only 5% of employees self-evaluated, 95% reporting enhanced skills. Pre/post testing took the form of the self-evaluation described above with the addition of instructor evaluations. Ten employees (3%) were evaluated by their instructors, all of whom were rated to have shown an increase in skills of 10% or more.

While these numbers were disappointing to staff and Advisory Board members, they were not unexpected. As noted above in several places, the companies' ability and will to collect training data was seriously impacted by massive layoffs, continuous threats of

layoffs, and waves of restructuring. Virtually every department affected by AWS training was significally downsized, and in many cases, the supervisors were reassigned new job responsibilities or transferred to other units. Basic skills training was moved to a low priority, particularly after the corporate training departments were consolidated and all but the most critical functions eliminated. Before the expiration of the grant, three of the four original Corporate Liaisons were either gone from their companies or reassigned to new departments, two of the training departments eliminated, and a third reduced to two staff people. Ultimately the Corporate Liaisons and grant staff were relieved that AWS training was offered at all, given the chaotic and stressful climates that emerged at the companies. Of the four partner corporations, only Pratt & Whitney was unable to identify a specific set of basic skills training needs that AWS programming could address: only one AWS course was delivered at Pratt & Whitney.

A second goal that the AWS collaborative established for itself was to measure the results of its training of unemployed men and women at the Center for Professional Advancement (CPA). AWS members anticipated that CPA graduates would exhibit a "greater self-confidence and have a greater ability to define and solve problems as measured by self-evaluation and/or pre and post testing of problem solving skills." The goal of developing an assessment instrument that measured self-esteem, group interaction skills and critical thinking/reasoning abilities was dropped at the point that it became clear that pre/post evaluations were no longer a priority for the companies. As it became increasingly difficult to collect course outcome data, from both supervisors and trainees, the AWS Evaluation Committee realized that more evaluation tools would simply create more expectations that could not be met. It was decided to postpone the development of further assessment instruments, and rather to concentrate on streamlining the existing instruments to encourage more thoughtful responses from supervisors and employees.

The AWS collaborative also intended to measure results data (level 4) at two or more of the partners. The goal was defined in the following way; "to develop and implement an evaluation mechanism for measuring the effect of workplace literacy training on departmental business goals and/or profitability..." Here again a decision was made, following a lengthy discussion, to no longer pursue this goal. The Corporate Liaisons of all four companies were unable to collect valid baseline or outcome data when so many variables were shifting in the work environment. Board members agreed that no valid conclusions could be drawn that linked AWS training to profitability in the turbulant climates that existed at all four companies. AWS staff and Liaisons concentrated their efforts on generating levels 1-3 evaluation data.

As described above, Board members also decided to forgo Goal 14, the commitment to expand the evaluation system to include pre- and post-training assessment of self-esteem, group interaction skills and critical thinking/reasoning abilities. It was felt that this would no longer be a valuable investment of time given the inability of the Liaisons to access pre- and post-training feedback. Instead, the Board focused on documenting the value of math, English language and communication skills which they judged to be a more important strategy for preserving basic skills training at their companies.

D. Role of Small Companies

While a primary goal of the AWS grant was to involve smaller companies in the collaborative and bring AWS' services to their employees, our success in this area was limited. Once again, the economic climate in Connecticut forced a restructuring of the workplace and work processes in the smaller companies that served as vendors to the large corporations. AWS attempted at several points to engage the CEO's and trainers of small companies in the region, inviting them to attend a videoconference on workplace literacy, meeting with them individually to determine how participation in AWS might

meet their training needs, and soliciting their input into the AWS project design. The response was consistant: small companies did not have the person power to organize basic skills training, and could not afford to release their employees for training, even where problems with illiteracy or the inability to speak English directly interfered with productivity. AWS offered greatly reduced rates for training, acçess to free seats in the training programs of the larger companies, and a sharing of curricula and materials. None of these incentives made up for the fact that the small companies did not feel they had the "luxury" of freeing up managers or employees to participate in AWS programming. Several small companies expressed an interest in joining the AWS collaborative if AWS received funding for the third time, which it did not.

E. Case Management

The AWS Case Managers functioned very effectively with the unemployed population, but as in the past cycle of funding, there seemed to be little interest on the part of the employees at the partner companies to utilize case management services. Assistance with child care, transportation and personal counseling were offered to all employees at the beginning of AWS classes, but no employees requested these services. In some cases Employee Assistance Programs met these needs, but it was generally felt that the majority of employees, particularly those in entry-level jobs, did not feel it appropriate to discuss personal issues at the workplace. Staff speculated that some may have feared that personal information would get back to supervisors and might be held against them in some fashion.

3. OUTCOMES

See OBJECTIVES/ACCOMPLISHMENTS and SLIPPAGE

4. DISSEMINATION ACTIVITIES

Dissemination activities occurred throughout the duration of the grant. The following are the key activities:

Targeting Corporations

- An opening press conference was held at the State Capitol Building to announce the grant award and to lay out project goals. Top managers from each of the four partner companies and the College's President attended. U.S. Senator Joseph Lieberman, the State Commissioners of Labor and Higher Education, and the Executive Director of the Community-Technical College System gave opening addresses. The press conference resulted in coverage in number of local newspapers including The Hartford News.

- Board members made presentations on the AWS model at national conferences of the National Alliance for Business, the New England Bankers Association, and the League for Innovation.

- Board members made presentations within their own companies to managers of other departments. This became the primary mechanism for marketing basic skills training services to supervisors. Employee applications were solicited through the distribution of training brochures and course announcements in internal calendars and newsletters. Following the Connecticut National Bank and Shawmut Bank merger, the Shawmut Liaisons worked to introduce basic skills training at their Boston location. Three of the four corporate partners merged basic skills courses with other training options available through their departments: these were then made available to employees via electronic postings and training catalogues.

- The AWS Board made a decision to change the collaborative's name from The Greater Hartford Alliance for Literacy (GHAL) to the Alliance for Workforce Skills (AWS) to reach a greater number of companies. It was believed that both employees and managers would respond more positively to the concept of workforce skills development.

- Board members and staff actively sought out small companies to explore ways that AWS membership could be beneficial. Due to internal pressures, none of the small companies that were approached, including those whose representatives attended AWS events, felt they could spare managers to attend other AWS activities. Staff did meet with over 25 small companies to discuss and attempt to tailor AWS' services to meet their needs. Three of the companies ultimately signed on as partners to AWS' 1994 grant application (which did not receive funding). In the absence of federal dollars, AWS continues to explore ways to make its services accessible to small companies.

- Pratt & Whitney's Training Manager was invited to speak at Capital Community-Technical College's graduation in recognition of her leadership in the field of employee education.

- Periodic openhouses ("Professional Days") were held where representatives from area companies and local adult education staff were invited to meet students at the Center for Professional Advancement (CPA). Presentations were given on AWS' accomplishments, and CPA services made available.

- AWS co-hosted a screening of the National College Board videoconference entitled "New Opportunities in Workforce Education" with the Connecticut Business and Industry Association. Managers from thirty companies and adult education programs attended the videoconference which was hosted by Aetna Life & Casualty. They were given an

introduction to AWS and invited to become part of the collaborative. As a result several companies requested specific technical assistance on strategies for introducing literacy instruction at their companies. Several adult education programs requested staff assistance for developing their capacity to provide workplace literacy.

- Two AWS Board members, Crist Berry and Judy Resnick, were panelists for the National College Board's videoconference entitled "Model Partnerships for Work Force Education". AWS staff and Board members helped develop scripts and visual aids.

Targeting Colleges

- A Board member made presentations at six National College Board conferences entitled "Doing Business with Business".

- Staff made presentations at the Regional Learning Resources Network (LERN) Conference and the New England Adult Education Conference where they discussed collaborative workplace literacy models.

- AWS' work was presented to the Board of Trustees of the Community-Technical Colleges which includes the twelve Presidents of the Community-Technical Colleges.

- The AWS model was presented at a meeting of the Continuing Education Directors from the State's Community-Technical College System with an offer to assist any college that wished to apply for federal funding. Four community-technical colleges joined with Capital Community-Technical College in AWS' 1994 workplace literacy proposal to the U.S. Department of Education.

- AWS staff and Board members met on several occasions with the Business & Industry Services Directors of the Community-Technical Colleges to explore ways to collaborate and enhance services.

- Articles about AWS were written for Capital Community-Technical College's internal newsletter.

- Staff met with the College's student services, English as a second language and counseling staff to coordinate services and develop cross-referral protocol.

Targeting Employment Training/Adult Education Programs

- AWS staff presented the AWS model at regional conferences including the Connecticut Commission on Adult and Continuing Education and the Connecticut Commission of Adult Education. In addition staff attended the National Commission on Adult Basic Education Conference in Arizona, and the fall Workforce Education Collaborative meeting in Boston where they shared experiences and strategies with other workplace literacy directors, evaluators, providers and consultants.

- Local adult education practitioners were invited to discuss the AWS model at both the videoconference and multiple openhouses at the Center for Professional Advancement.

- AWS' Chair, David Zacchei, presented the AWS assessment system at the opening conference of federal Workplace Literacy Grant Project Directors.

- AWS staff attended a series of workshops at the Adult Literacy Resource Institute in Boston where they shared AWS' approaches and accomplishments.

- AWS staff and Board members sit on the Regional Workforce Development Board where they periodically update members on AWS and the importance of workplace literacy training to economic growth.

- The State Department of Labor is represented on the AWS Board. Their commitment to AWS' work has been demonstrated through the yearly awarding of grants ($20,000 each year) that has allowed AWS to supplement its basic skills instruction with technical training for the employees served by AWS.

- AWS staff and Board members are actively involved in regional School-to-Work, Tech Prep, Job Training Partnership Act and Carl D. Perkins planning and programming.

- AWS staff testified before the State Legislature's Education Committee, and submitted information regarding AWS' accomplishments to members of the City of Hartford Board of Education and City Council.

- AWS staff responded to over 300 requests for information and/or materials developed by AWS. All AWS' instructional materials, evaluative instruments, curricula and other resources were made available to all parties that requested copies.

- Copies of the final project report and final external evaluation report will be submitted to the ERIC Clearinghouse on Adult, Career and Vocational Education and the Northeast Curriculum Coordination Center.

5. EVALUATION ACTIVITIES

The AWS collaborative built components into its evaluation system that incorporated both qualitative and quantitative perspectives. Andersen Consulting, the independent evaluator for

AWS' first federal grant, was selected to serve as the independent evaluator for this funding cycle.

AWS members were extremely active in establishing the framework for evaluation as well as designing the actual evaluation instruments. The goal was to streamline the existing measurement system to maximize outcome data, while insuring that results across member companies would be comparable. The AWS Evaluation Committee focused on collecting data that would not only be useful to the federal government, but also would document the value of basic skills training to management of the partner companies. Copies of the evaluation instruments are attached as Appendix B.

During the planning stages, the AWS Evaluation Committee opted to use Kirkpatrick's evaluation model as a basis for measuring program effectiveness. This model describes four levels of evaluation.

1. Reaction--measures subjective reaction to the training and the trainers
2. Learning--measures the principles, facts, and techniques learned and attitudes changed as a result of the training
3. Behavior--measures transfer of skills (the changes in participant behavior after training compared to behavior exhibited pre-training)
4. Results--measures the quantitative, tangible results of the training on the company or institution

At the reaction level (level 1) participant pre- and post-training surveys were administered both to employees at the companies and unemployed trainees at the Center for Professional Advancement (CPA). The data collected from these surveys provide qualitative information about how the program participants evaluate the services they received. While self-reported

data tend to be anecdotal and less than totally reliable, these surveys provide critical information on the direct benefits of each course to the recipients.

At the learning level (level 2) a pre and post test were developed for each course. At the CPA the CASAS test, writing samples and pre and post video evaluations were utilized. For on-site classes instructors designed customized assessment instruments based upon the behavioral objectives for that course. The Aetna instructor implemented a portfolio assessment system that included homework assignments and in-class tests. At Travelers and Shawmut simulations and employee focus groups were also used to assess the application of learning to the workplace. Where possible AWS instructors were asked to evaluate course outcomes based upon their perceptions of pre- and post-training skill levels. This information was valuable for the Corporate Liaisons in designing further training opportunities and methods for reinforcing newly acquired skills. One partner company, Travelers, initially assigned staff to conduct telephone and oral interviews with course completers to gauge their level of satisfaction with the course as well as future training needs.

Taken together these assessment instruments provide quantitative and qualitative documentation of participants' academic achievements. By using an assessment battery rather than a single test, program staff were able to glean information about the strengths and weaknesses of the curriculum and instructional staff. The range of assessment instruments also provided opportunities for trainees to demonstrate achievements beyond the traditional criterion - referenced paper and pencil tests. It allowed grant staff to identify new training needs as they emerged.

The behavioral level (level 3) was the area of greatest interest to AWS partners. Assessment instruments asked both trainees and their supervisors to document perceived changes in their behavior on the job as a result of AWS training. Supervisors were given an overview of the

curriculum prior to the class. This provided a base against which they could measure the transference of skills from the classroom to their respective workplace (i.e., participants' abilities to apply the knowledge they gained). The evaluation covered both skills objectives that were specific to that course and more generic employability skills. Pre- and post-training evaluation forms were completed by both trainees and supervisors, where available. These results were supplemented with information obtained from focus groups and follow-up interviews with graduates and their supervisors. In addition, informal networks with supervisors such as those that exist at Shawmut Bank and Travelers generated anecdotal feedback regarding the effects of training on employee performance.

The last level of evaluation on Kirkpatrick's model (level 4) and the most difficult to measure, is the results level. While AWS members initially intended to collect results-level data at one or more of the companies, it became clear during the first six months of the grant that staff changes, high employee turnover due to layoffs and restructuring, and the unavailability of internal staff to monitor data made it impossible to collect level 4 data. Furthermore, staff and Board members felt it would be impossible to isolate the effects of AWS training from the range of variables that were impacting corporate profitability, considering the economic instability of the region. It was decided to concentrate on levels 1-3 for the purposes of the grant, knowing that the unstable climates of the four partner companies made even those data difficult to obtain.

At each level of measurement, the data collected was used to guide the restructuring of curricula, diversification of instructional materials and adjustments to class length and frequency. Feedback on the behavioral level (level 3) led to a refocussing of instructional priorities in a number of courses at Travelers, Aetna and Shawmut. The results underscored the critical importance of employee and supervisor involvement in the design of curriculum and evaluation systems. There was an effort at Travelers, Aetna and Shawmut to provide

supervisors with a list of "coaching tips" prior to each class so they could reinforce more effectively newly acquired skills. This became a lesser priority in the face of extensive layoffs and staff shortages. Ultimately the idea was dropped, although informal supervisor networks continued to function in this capacity.

In selecting the independent evaluator, the AWS Advisory Board first needed to determine the role an evaluator would play. They agreed upon a multifaceted model that incorporated both the objective "auditor" function and the more hands-on "consultant/advisor" function. Andersen Consulting made a presentation on their approach to both roles before the AWS Evaluation Committee, and were selected as the independent evaluator for the grant. As part of the auditor role, Anderson agreed to develop and train staff in the use of software for building the outcome database.

6. KEY PERSONNEL

As described above, there were a number of changes in key personnel over the twenty-month grant period. In the case of project staff it was felt that each new staff person had a quick learning curve and brought new ideas and energy to AWS. While they were initially trained by the Project Director, they were able to learn primarily on the job with the support and coaching of co-workers. There was minimal disruption in AWS programming following these turnovers.

The turnover in the corporate partners, however, had a much greater impact on AWS' ability to fulfill its goals. As described above, the key areas of slippage were due to the loss of the Corporate Liaisons, and the inability of the partner companies to commit replacement staff who had the knowledge and time to fulfill all aspects of their responsibility to the grant.

Personnel turnover was as follows:

- The Counseling Coordinator, Ivette Rivera-Dreyer, left the program at the beginning of the grant to take a permanent job at the College. She was replaced by Katherine Toro who had experience both in the corporate and non-profit sectors. Like Ivette, Katherine was bilingual and bicultural, and brought extensive experience in social services to the program. Katherine, in turn, left AWS to relocate out of state at the end of the first year. Marina Melendez, who was currently working as a case manager at AWS' Center for Professional Advancement (and was also bilingual/bicultural) assumed case management responsibilities for the remaining six months.

- A new Instructional Coordinator, Ruth Scheer, was hired at the beginning of the grant. Ruth had extensive experience in workplace literacy having previously served as a project director for a federal workplace literacy grant. Ruth left the staff to relocate out of state after eighteen months. She and was replaced by Maryanne Pascone, a part-time administrator and instructor for the Center for Professional Advancement, for the remaining two months.

- Francis J. Chiaramonte, Dean of Continuing Education and Community Services at Capital Community-Technical College, who supervised the grant staff, also left the College to become Director of the Regional Workforce Development Board. Linda Guzzo, Director of the Center for Business and Industry Services, was appointed Acting Dean, and ultimately appointed Associate Dean. She continued to coordinate on-site services for AWS as part of her former job responsibilities. Because of Linda's prior experience with the grant and extensive knowledge of workplace literacy, there was no disruption in services.

- With the layoff/reassignment of three of AWS' four key Corporate Liaisons (David Zacchei at Travelers, Roberta McHugo at Aetna and Danny Cronin at Pratt & Whitney)

and the departure of Crist Berry, Shawmut Bank's Director of Corporate Training & Development, to the West Coast, many of the critical functions served by the Liaisons were lost. All four of these liaisons were the primary representatives of their companies on AWS' Advisory Board. Karen Santacross, Assistant Vice President for Professional Skills Development at Shawmut Bank, assumed Crist Berry's role as primary AWS Liaison for Shawmut. Because Ms. Santacross had been a long-standing Board member and Chair of AWS' Evaluation Committee, she was able to sustain Shawmut's full participation in AWS activities, as well as provide leadership within Shawmut to follow up on classes and evaluation responsibilities. Consequently, Shawmut's participation in all aspects of AWS remained constant and active, and yielded very positive final results despite the major restructuring of staffing patterns and work assignments that occurred during the grant period.

At the other three companies, as described above, many of the functions assigned to the Liaison were lost.

APPENDICES

This is an process

AWS Curriculum Development Process

1. Determine the changes you want to produce through training
    a. Ask supervisors to describe what participants should be able to do after training that they cannot do now
    b. Ask supervisors to identify desired behaviors from Core Curriculum Learning Objective lists or do so yourself after discussion with the supervisor(s)
    c. Ask supervisors to identify the tasks, materials, and situations that require use of behaviors chosen

2. Develop Course Curriculum
    a. List learning objectives (desired behaviors) on Course Curriculum Form
    b. List related workplace task and/or materials next to each learning objective in column labeled Application/Context
    c. Collect workplace materials, case studies, and information for simulations
    d. Give partially completed Course Curriculum Form and materials, case studies, etc. to instructor. Ask instructor to complete Activities/Process and Suggested Reinforcement sections.

3. Review/Revise Course Curriculum
    a. Ask supervisor(s) to review completed Course Curriculum Form
    b. Revise if needed

4. Record and Compile Curriculum
    a. Instructor will complete Sample Lesson Form for at least one-third of the class sessions in each course
    b. Forms will be submitted to the Educational Coordinators who will compile a Master Curriculum in consultation with instructors

5. Formative Evaluation
    a. Solicit feedback from supervisors and participants concerning changes in employees' behaviors on the job
    b. Incorporate feedback in curriculum revision and in subsequent curriculum development

ALLIANCE FOR WORKFORCE SKILLS
CAPITAL COMMUNITY-TECHNICAL COLLEGE

COURSE CURRICULUM

COURSE TITLE _____ INSTRUCTOR _____

CLASS MEETS: DAY(S) _____ TIME _____

BEGINNING DATE _____ ENDING DATE _____

COMPANY _____

LEARNING OBJECTIVES	APPLICATION(S)/CONTEXTS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

ACTIVITIES/PROCESS

1. Pretest:
2.
3.
4.
5.
6.
7. Posttest:

MATERIALS (from the workplace, original, and excerpts from texts)

SUGGESTED REINFORCEMENT

ALLIANCE FOR WORKFORCE SKILLS
CAPITAL COMMUNITY-TECHNICAL COLLEGE

SAMPLE LESSON BASED ON WHAT ACTUALLY HAPPENED IN CLASS ON _____

COURSE TITLE _____ INSTRUCTOR _____

COMPANY _____

LEARNING OBJECTIVES	APPLICATION(S)/CONTEXTS
1.	
2.	
3.	

SEQUENTIAL DESCRIPTION OF ACTIVITIES/PROCESS USED:

MATERIALS:

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CAPITAL COMMUNITY-TECHNICAL COLLEGE

READING CORE CURRICULUM
LEARNING OBJECTIVES

Vocabulary: The employee will be able to

1. Recognize work-related vocabulary
2. Interpret work-related vocabulary
3. Identify work-related abbreviations and symbols
4. Identify roots, prefixes, suffixes in work-related vocabulary
5. Recognize spelling differences between words
6. Utilize alphabetical order to locate information
7. Identify words in context

Comprehension: Using company materials such as memos, newsletters, product descriptions, procedures manual, employee handbook and reports the employee will be able to

1. Recognize the main idea
2. Identify factual details and specifications
3. Read and follow sequential directions
4. Recognize the purpose of a text
5. Interpret a text by drawing conclusions
6. Interpret a text by identifying cause and effect
7. Interpret a text by predicting outcomes
8. Transform information by summarizing it
9. Transform information by paraphrasing it
10. Use skimming or scanning to determine if text contains relevant information
11. Coordinate information from two or more texts
12. Locate page, title, paragraph, non-text format to answer a question or solve a problem

Using company non-text formats such as forms, charts, tables, diagrams, illustrations: The employee will be able to

1. Determine subject content of material
2. Locate facts or specifications
3. Follow sequenced illustrations to complete a task
4. Use skimming or scanning to determine if text contains relevant information
5. Transform information by summarizing it
6. Coordinate information from two or more sources

ALLIANCE FOR WORKFORCE SKILLS
CAPITAL COMMUNITY-TECHNICAL COLLEGE

ORAL COMMUNICATION CORE CURRICULUM (ESL)
LEARNING OBJECTIVES

Listening: The employee will be able to:

1. Respond to yes/no questions
2. Respond to question word questions questions
3. Respond to open ended questions
4. Respond to opinion questions

5. Follow simple instructions (1-3 steps)
6. Follow more complex directions (5-7 steps)
7. Relay spoken instructions/directions from one person to another

8. Respond appropriately to requests for clarification (repetition)
9. Respond appropriately to requests for clarification (paraphrase)
10. Respond appropriately to requests for clarification (expansion)

11. Engage in problem solving discussions with other members of the class

Speaking: The employee will be able to:

1. Ask yes/no questions
2. Ask question word questions questions
3. Ask open ended questions
4. Ask opinion questions

5. Give simple instructions (1-3 steps)
6. Give more complex directions (5-7 steps)
7. Relay spoken instructions/directions from one person to another

8. Ask for clarification (repetition)
9. Ask for clarification (paraphrase)
10. Ask for clarification (expansion)

11. Name common objects from work
12. Make simple statements about their job
13. Explain/describe a work situation
14. Discuss solutions to problems with other members of the class

ALLIANCE FOR WORKFORCE SKILLS
CAPITAL COMMUNITY-TECHNICAL COLLEGE

WRITING CORE CURRICULUM
LEARNING OBJECTIVES

Writing: The employee will be able to

1. Apply the rules of correct spelling, punctuation and capitalization
2. Use standard English syntax

Recording: The employee will be able to

1. Complete standard forms
2. Copy words or codes from one document to another with accuracy
3. Report clearly what others (supervisors, customers) have said in writing
4. Communicate directions and descriptions clearly in writing

Composing memos, letters, reports: The employee will be able to

1. Articulate the purpose of a communication
2. Use language to inform, explain or persuade as appropriate
3. Select and include information appropriate for the document's purpose, audience and format
4. Organize information into paragraphs using topic, supporting and concluding sentences
5. Organize paragraphs into longer documents which include a main idea, supporting information, and a conclusion
6. Adopt a positive or neutral tone as appropriate
7. Review and edit for completences, clarity, grammar and punctuation

ALLIANCE FOR WORKFORCE SKILLS
CAPITAL COMMUNITY-TECHNICAL COLLEGE

MATH CORE CURRICULUM
LEARNING OBJECTIVES

OBJECTIVE

Using Whole Numbers, the employee will be able to

1. Read and match numbers up to seven digits
2. Recall and compare numbers up to four digits
3. Add, subtract, multiply, and divide
4. Round numbers to a given place
5. Use rounding to estimate sums, differences, products, and quotients
6. Determine reasonableness of results using estimation
7. Read and compare numbers and symbols related to measuring time, temperature, liquid volume, and dimension
8. Solve work-related word problems by selecting and using the correct order of operations
9. Calculate averages
10. Calculate dimensions
11. Use simple ratios in making solutions
12. Interpret graphs, tables, charts

Using Fractions, the employee will be able to

1. Recognize the concept of fraction
2. Read and write
3. Add, subtract, multiply, and divide
4. Reduce fractions and determine equivalent
5. Change an improper fraction to a mixed number and vice versa
6. Solve work-related word problems including calculation of time, liquid volume, and dimension

Using Decimals, the employee will be able to

1. Recognize the concept of decimal
2. Read and write decimals up to six places
3. Add, subtract, multiply, and divide with decimals
4. Round off decimals
5. Change a decimal to a fraction and vice versa
6. Solve work-related problems including calculation of time, temperature, liquid volume, and dimension
7. Interpret graphs, tables, charts

Integers and Percents: The employee will be able to

1. Solve computation problems involving integers an percents

Algebra and Geometry: The employee will be able to

1. Recognize and understand meaning of mathematical symbols such as > <
2. Do calculations involving substitution of numbers in simple formulate
3. Make calculations involving given dimensions and tolerances
4. Convert an angle given in degrees, minutes, and seconds to decimal degrees and vice versa
5. Add, subtract, multiply, and divide angles in degrees, minutes and seconds
6. Solve practical angular spacing problems
7. Put a ratio in simplest form, determine the missing part of a proportion and solve word problems involving proportions
8. Find the square root of a given number
9. Raise a given number to a given power and solve simple expressions involving powers

ALLIANCE FOR WORKFORCE SKILLS
CAPITAL COMMUNITY-TECHNICAL COLLEGE

PRONUNCIATION CORE CURRICULUM (ESL)
LEARNING OBJECTIVES

The employee will be able to:

1. Produce vowels correctly.
2. Produce diphthonos correctly.
3. Produce consonants correctly.
4. Produce consonant clusters correctly.
5. Use syllable stress correctly.
6. Use word stress correctly.
7. Use intonation correctly.
8. Use formal speech in the appropriate context.
9. Use casual speech in the appropriate context.
10. Eliminate discordant sounds/annoying mannerisms.
11. Speak with vitality and melody (not monotone).
12. Speak with clarity and brightness.
13. Speak with power.
14. Use appropriate eye contact when speaking.
15. Use appropriate body language when speaking.

ALLIANCE FOR WORKFORCE SKILLS
CAPITAL COMMUNITY-TECHNICAL COLLEGE

PRONUNCIATION CORE CURRICULUM (ESL)
LEARNING OBJECTIVES

The employee will be able to:

1. Produce vowels correctly.
2. Produce diphthonos correctly.
3. Produce consonants correctly.
4. Produce consonant clusters correctly.
5. Use syllable stress correctly.
6. Use word stress correctly.
7. Use intonation correctly.
8. Use formal speech in the appropriate context.
9. Use casual speech in the appropriate context.
10. Eliminate discordant sounds/annoying mannerisms.
11. Speak with vitality and melody (not monotone).
12. Speak with clarity and brightness.
13. Speak with power.
14. Use appropriate eye contact when speaking.
15. Use appropriate body language when speaking.

ALLIANCE FOR WORKFORCE SKILLS
CAPITAL COMMUNITY-TECHNICAL COLLEGE

ORAL COMMUNICATION CORE CURRICULUM (ESL)
LEARNING OBJECTIVES

Listening: The employee will be able to:

1. Respond to yes/no questions
2. Respond to question word questions
3. Respond to open ended questions
4. Respond to opinion questions

5. Follow simple instructions (1-3 steps)
6. Follow more complex directions (5-7 steps)
7. Relay spoken instructions/directions from one person to another

8. Respond appropriately to requests for clarification (repetition)
9. Respond appropriately to requests for clarification (paraphrase)
10. Respond appropriately to requests for clarification (expansion)

11. Engage in problem solving discussions with other members of the class

Speaking: The employee will be able to:

1. Ask yes/no questions
2. Ask question word questions questions
3. Ask open ended questions
4. Ask opinion questions

5. Give simple instructions (1-3 steps)
6. Give more complex directions (5-7 steps)
7. Relay spoken instructions/directions from one person to another

8. Ask for clarification (repetition)
9. Ask for clarification (paraphrase)
10. Ask for clarification (expansion)

11. Name common objects from work
12. Make simple statements about their job
13. Explain/describe a work situation
14. Discuss solutions to problems with other members of the class
15. Use common idioms (such as "in the same boat") correctly

Exhibit 1

Summary Chart of Evaluating Literacy Programs

WORKPLACE LITERACY PROGRAM EVALUATION

Type/Level	Purpose	Strengths	Weaknesses	Examples	Guidelines for Development
Student Reaction Level 1	Measure student feelings about a program/course	• Easy to administer • Provides immediate feedback on instructors, facilities, and program design	• Subjective • Provides no measurement of learning, transfer of skills or benefit to the organization	• "Happiness" reports • Informal student/instructor interview • Group discussion	• Design a form which can be easily tabulated • Ask questions which provide information about what you need to know: instructor effectiveness, facility quality, relevance of program content, etc. • Allow for anonymity and opportunity to provide additional comments
Student Learning Level 2	Measure the amount of learning that has occurred in a program/course	• Provides objective data on the effectiveness of training • Data can be collected before students leave the training program	• Requires skill in test construction • Provides no measurement of transfer of skills or benefit to the organization	• Written pre/post tests • Skills laboratories • Role plays • Simulations • Projects or presentations • Oral examinations	• Design an instrument which will provide quantitative data • Include pre and post level of skill/knowledge in design • Tie evaluation items directly to program learning objectives
Student Performance Level 3	Measure the transfer of training	• Provides objective data on impact to job situation	• Requires task analysis skills to construct and is time consuming to administer • Can be a "politically" sensitive issue	• Performance checklists • Performance appraisals • Critical incident analysis • Self-appraisal • Observation	• Base measurement instrument on systematic task analysis of job • Consider the use of a variety of persons to conduct the evaluation • Inform participants of evaluation process
Organization Results Level 4	Measure impact of training on organization	• Provides objective data for cost/benefit analysis and organizational support	• Requires high level of evaluation design skills; requires collection of data over a period of time • Requires knowledge of organization needs and goals	• Employee suggestions • Manufacturing indexes –Cost –Scrap –Schedule compliance –Quality –Equipment donations • QWL surveys • Union grievances • Absenteeism rates • Accident rates • Customer complaints	• Involve all necessary levels of organization • Gain commitment to allow access to organization indexes and records • Use organization business plans and mission statements to identify organizational needs

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Greater Hartford Alliance for Literacy (GHAL)
Transfer of Skills Evaluation for Supervisor

Name of Trainee: ----------
Place of Employment: ----------
Name of Supervisor: ----------
Phone # of Supervisor: ----------

Classes the Employee Is Taking or Has Completed:

Center for Professional Advancement Classes:

Math	--------	Date:	---------
English	--------	Date:	---------
ESL	--------	Date:	---------
Job Skills	--------	Date:	---------

Other GHAL Classes:

----------	Date:	--------
----------	Date:	--------
----------	Date:	--------

Thank you for becoming involved in your employee's training. You can greatly enhance the training by offering your experience, coaching and encouragement to the trainee.

The purpose of the attached form is to measure the performance level of the employee **before** and **after** the training. It lists certain tasks that are covered in the GHAL classes. The evaluation will tell us whether the trainee applied the skills learned in the training to the job. You will fill out this same form **twice**: before the training and about 1 - 2 months after the training. The trainee will fill out a similar form before and after the training.

Directions:

Please check the choice that corresponds to your assessment of the employee's performance of the following tasks. The form is divided into sections which correspond to the GHAL classes offered.

- *Section I* (General Skills) should always be completed since these skills are covered in every GHAL class.
- *Sections II and III* should be filled out *only* if the employee is taking or has completed the corresponding classes. The classes for your employee are checked on the top of this page. Section II applies to the English and English as a Second Language (ESL) classes. Section III applies to the Math class.
- In the *Comments section*, please describe specific examples of when the trainee does or does not demonstrate the skills before the training, and when the trainee does or does not apply the skills to the job after the training.

When you finish filling out the evaluation, please return it in the envelope provided.

Thank you for your help!

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GHAL Transfer of Skills Evaluation

Please check the appropriate answer. This is a: PRE-EVALUATION _____
POST-EVALUATION _____

DATE: _____

Section I: General Skills	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee reports to work on time.						
2. Employee stays within guidelines for lunch & breaks.						
3. Employee calls in when late or absent.						
4. Employee sets (or follows) appropriate priorities.						
5. Employee meets deadlines.						
6. Employee dresses appropriately for the job.						
7. Employee works well with co-workers.						
8. Employee works well with immediate supervisor.						
9. Employee displays self-confidence.						
10. Employee asks for assistance when needed.						
11. Employee answers phone appropriately.						
12. Employee takes accurate phone messages.						

Section I: General Skills (continued)	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
13. Employee asks appropriate questions to get information.						
14. Employee finds own errors with minimal assistance.						
15. Employee is able to catch other people's errors.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

Section II: English, English as a Second Language (ESL)	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee orally communicates information clearly and accurately.						
2. Employee prepares forms accurately and completely.						
3. Employee interprets written communication correctly.						
4. Employee's written communication uses accurate spelling and punctuation.						
5. Employee uses proper sentence and paragraph structure.						
6. Employee uses proper grammar.						
7. Employee speaks without a strong accent.						
8. Employee speaks with confidence.						
9. Employee understands what people say to him/her.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

Section III: Math	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee is able to perform math calculations on the job with minimal effort.						
2. Employee files accurately using numeric files.						
3. Employee knows how to use a calculator/adding machine.						
4. Employee can interpret numerical graphs or tables.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

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ALLIANCE FOR WORKFORCE SKILLS
FINAL COURSE EVALUATION

Please help us evaluate your training to make it better for future classes.

Name (optional): _____

Class Name: _____

Circle the number that matches your answer to the following questions.
(1 = Disagree, 2 = Not Sure, 3 = Agree)

THE TRAINING		DISAGREE	NOT SURE	AGREE
1.	This was the right program for me.	1	2	3
2.	The information and exercises were clear.	1	2	3
3.	The class discussion was helpful to me.	1	2	3
4.	The work was too difficult.	1	2	3
5.	The work was too easy.	1	2	3
6.	The activities in the class were valuable.	1	2	3
7.	I had a chance to practice what I learned in class.	1	2	3
8.	I had a chance to ask questions and discuss what I learned in class.	1	2	3
9.	Books and handouts were helpful.	1	2	3
10.	I would like more people from the companies to speak to the class.	1	2	3

What was the most valuable part of the training for you?

Would you like us to change in the next program?

Other comments:

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(OVER)

THE INSTRUCTOR		DISAGREE	NOT SURE	AGREE
1.	The instructor knew the subject well.	1	2	3
2.	The instructor made the information interesting.	1	2	3
3.	The instructor moved too fast for me.	1	2	3
4.	The instructor moved too slowly for me.	1	2	3
5.	The instructor answered our questions in a helpful way.	1	2	3
6.	The instructor was flexible when he/she worked with us.	1	2	3
7.	The instructor encouraged us to work as a team.	1	2	3
8.	The instructor encouraged us to think and solve problems.	1	2	3

Other comments:

SUPERVISORY PRE-EVALUATION OF PARTICIPANT

Your employee, _____, is scheduled to participate in the course, _____, sponsored by the Alliance for Workforce Skills. The course is scheduled: _____ _____.

Please take a moment to answer the following questions. Your answers will help determine the employee's goals in the course. Thank you.

1. What is the employee's job title?

2. Describe the employee's job.

3. The employee needs to develop the following skills: [please check the appropriate line(s)]

speaking English understandably	_____
understanding what others say	_____
understanding words used on the job	_____
finding information	_____
filling out forms	_____
understanding written information	_____
setting goals	_____
other (please describe)	
_____	

Your Company: _____ Date: _____

SUPERVISORY POST-EVALUATION OF PARTICIPANT

Several months ago your employee, _____,
participated in the course, _____, sponsored
by the Alliance for Workforce Skills.

Please take a moment to answer to the following questions. Your answers will help determine the value of the course. Thank you.

1. What is the employee's job title?

2. Describe the employee's job.

3. The employee has developed the following skills: [please check the appropriate line(s)]

	Has Improved Greatly	Has Improved Somewhat	Has Shown No Improvement
speaking English understanding	_____	_____	_____
understanding what others say	_____	_____	_____
understanding words used on the job	_____	_____	_____
finding information	_____	_____	_____
filing out forms	_____	_____	_____
understanding written information	_____	_____	_____
setting goals	_____	_____	_____
other (please describe) _____			

4. In which areas do you feel the employee needs further improvement?
_____
_____

Your Company:_____ Date:_____

PARTICIPANT PRE-EVALUATION

You are currently enrolled in _____, sponsored by the Alliance for Workforce Skills.

Please take a moment to answer the following questions. Your answers will help determine your goals in the course. Thank you.

1. What is your job title?

2. Describe your job.

3. I need to develop the following skills: [please check the appropriate line(s)]

speaking English understandably	_____
understanding what others say	_____
understanding words used on the job	_____
finding information	_____
filling out forms	_____
understanding written information	_____
solving problems	_____
setting goals	_____

other (please describe)

_____

Your Company: _____ Date: _____

PARTICIPANT POST-EVALUATION

Several months ago you participated in the course, _____, sponsored by the Alliance for Workforce Skills.

Please take a moment to answer the following questions. Your answers will help determine the value of the course. Thank you.

1. What is your job title?

2. Describe your job.

3. I have developed the following skills: [please check the appropriate line(s)]

	Greatly Improved	Somewhat Improved	Little to No Improvement
speaking English understandably	_____	_____	_____
understanding what others say	_____	_____	_____
understanding words used on the job	_____	_____	_____
finding information	_____	_____	_____
filling out forms	_____	_____	_____
understanding written information	_____	_____	_____
solving problems	_____	_____	_____
setting goals	_____	_____	_____
other (please describe) _____	_____	_____	_____

4. In which areas do you need more training? _____
_____
_____

Your Company: _____ Date: _____

INSTRUCTOR OBSERVATIONS OF PARTICIPANTS

Participant _____
Course Title _____
Course Dates/Times _____
Sponsoring Company _____

Summary of Participant's Progress

	Greatly Improved	Somewhat Improved	Shows Little or No Improvement
speaking English understandably	_____	_____	_____
understanding what others say	_____	_____	_____
understanding words used on the job	_____	_____	_____
finding information	_____	_____	_____
filling out forms	_____	_____	_____
understanding written information	_____	_____	_____
solving problems	_____	_____	_____
setting goals	_____	_____	_____
other (please describe) _____	_____	_____	_____

Additional Comments

Recommendations for the Participant's Further Development

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

5/1/93 - 12/31/94

Part 1: Program Parameters

1. Target No. to be Served: ~820

   520 current employees
   300 potential employees

2. No. Served at Each Site to Date:

Aetna	Site 1. 82	Site 6.	
Shawmut	Site 2. 124	Site 7.	
CPA	Site 3. 433	Site 8.	
Travelers	Site 4. 144	Site 9.	
Pratt	Site 5. 10	Site 10.	

3. Total No. Served: 793

   360 current employees
   433 potential employees

4. Fed. Funds Collected: $294,466

* 5. Matching Funds/ In-Kind: 522,623 (see below)

6. Value Release Time: $66,518

7. No. Participating in Programs Offered:

   Basic Skills 371
   GED 120
   ESL 302

8. Contact Hours Provided: 95,776

   (Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 30

2. Sex: No. Males 182 No. Females 611

3. Race/ Ethnicity: No. who are:

   White 221 Am. Indian/ Alaska Native
   Black 147
   Hispanic 342 Asian/Pacific Islander 39
   Unknown 4

4. No. Single Head of Household: 309

5. No. Limited English Proficient: 512

6. Outcomes — No. Participants

   a. Tested higher on basic skills 589
   b. Improved communication skills 742
   c. Increased productivity
   d. Improved attendance at work
   e. Increased self-esteem 693

7. Years with the company — No. Participants

   Unemployed 433
   0-5 170
   6-10 99
   11-15 45
   16-over 33

*Inkind Contributions

Office/Classroom Space - $24,750
Presentations/Training - $3,610
Internal Evaluation - $1,600
Case Management - $16,120
Financial Assistance - $4,930
Curriculum Development - $1,160
Project Oversight - $9,330
Employee Release Time - $66,518
Dissemination - $4,605

Matching Funds (Private, State, Local) - $390,000

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Alliance for Workforce Skills
Summative Evaluation Report

Submitted by:
Andersen Consulting
March 30, 1995

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I. Introduction

II. Program and Structure

III. Financial Information

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Overview

The Alliance for Workforce Skills, referred to as AWS, is a public/private partnership which provides basic adult skills training to employed, as well as unemployed men and women in the Greater Hartford Area. Known as The Greater Hartford Alliance for Literacy (GHAL) until August 1994, the program was founded in 1990 in response to the dire need of area companies to locate and/or develop qualified and promotable entry-level personnel primarily in Banking, Insurance and Manufacturing.

The rationale for the AWS program is cited in the 1993 Grant Proposal.

> 'Technological upgrading and organizational restructuring have made workplace literacy a paramount concern for businesses in all parts of the United States. In the Greater Hartford (CT) area, workplace literacy has become critical to the economic recovery of the region. Over 8,000 jobs have been lost during a three-year period due to the heavy impact of the recession. The need for workplace literacy training has become increasingly apparent as employers have adopted the principles of Total Quality Management (TQM) and other strategies designed to enhance their competitiveness.'

AWS classes that include for example, English, English as a Second Language (ESL), Workplace Communication Skills, Business Writing, Total Quality Management (TQM) Principles and Math for the Workplace, are conducted via two distinct delivery modes. They take place 'on-site' at corporate locations throughout the Greater Hartford area, and are also held at the Center for Professional Advancement (CPA), which is housed on the campus of the Greater Hartford Community College (GHCC). Usually, employed individuals attend classes at their places of employment to avoid travel time and costs, while unemployed participants attend classes at the CPA. Upon completion of the AWS program, the unemployed men and women are encouraged to apply for job openings within the sponsoring corporations.

Background

GHAL applied for and received a U.S. Department of Education Workplace Literacy Grant in 1990. During the original grant period, the partnership consisted of eight major corporations, four of which remained partners at the onset of the second grant. During the first grant, the program met and surpassed its training goals by 62%, providing work-related literacy instruction to 954 men and women in the Hartford area.

Subsequently, the board members of GHAL applied for another grant to support the continuation of the program. The grant was approved, and as stated in the Response to Programmatic Concerns regarding Award #V198A30236 document, an 'Independent Evaluator was asked to provide an objective measurement of the degree to which the program meets its new goals: the provision of quality contextual literacy training which enables employers to retain jobs or receive promotions and unemployed men and women to become employable.' Andersen Consulting was selected to be the

Independent Evaluator. This report evaluates the program's effectiveness for the grant period of May 1, 1993 through December 31, 1994.

The AWS Board

At the commencement of the Grant period, the 'official' AWS partnership included the Greater Hartford Community College (GHCC), the federal government, and four sponsoring corporations:

- Aetna Life and Casualty
- Connecticut National Bank (Shawmut National Corporation)
- United Technologies/Pratt & Whitney
- The Travelers Companies

In return for their participation, these four companies were able to recruit employees from the Center for Professional Advancement (CPA), and enroll existing employees in the program and on-site training. Representatives from these four member companies, titled as 'Corporate Liaisons' for AWS, comprise the AWS Board of Directors.

Grant Objectives

As reported by Ruth Howell, Director of AWS, the Greater Hartford Alliance for Literacy Board originally identified the following goals for the program:

1. To train 520 employees in need of basic skills, 95% of whom will retain their current jobs or be promoted as a result of the skills acquired through training.

2. To solicit pre- and post-training assessments from the supervisors of at least 75% (390) of the employees; resulting data will document an increase in proficiency in one or more skill areas for at least 90% of the employees.

3. To solicit self-assessments from at least 25% (130) of the employees: at least 75% (98) will report that they have enhanced skills as a result of the training.

4. To pre and post asses all employees in the targeted skill areas: at least 80% (440) will show a 10% or greater increase in scores.

5. To train 300 unemployed participants at the Center for Professional Advancement; 20% (60) will become employed, 50% (150) will show score increases of one grade level on the CASAS test. The majority will demonstrate more positive attitudes toward learning and a reduction in barriers to employment or education, increased self-confidence and a greater ability to define and solve problems.

6. To expand the AWS (GHAL) partnership into a regional response to workplace literacy issues.

7. To provide visible leadership and advocacy on issues related to adult education and school-to-work transition issues.

8. To expand awareness and institutionalize a response to the need for workplace literacy training within the partner corporations.

9. To continue development of a program that is replicable in other areas.

10. To incorporate a "big helping small" component that allows vendors and subsidiaries of the partner companies to utilize the Center for Professional Advancement (CPA).

11. To design structures (participant focus groups, peer counseling/tutoring opportunities) that more effectively incorporate participant input into the program design.

12. To incorporate Total Quality Management (TQM) principles into all aspects of the basic literacy skills offered to program participants.

13. To develop and implement an evaluation mechanism for measuring the effect of workplace literacy training on departmental business goals or profitability in two or more companies.

14. To expand the project evaluation system to include pre- and post-training assessments of self-esteem, group interaction skills and critical thinking/ reasoning abilities.

The evaluation of these grant objectives will occur throughout this report and will be formally revisited in the Conclusion section.

Downturn

As you will see in the remainder of this report, many of the above goals were not met by the AWS program over the course of the grant. This is due largely in part to the massive descent of the Hartford economy, as turnover and restructuring ravaged the community during the past few years. This is evidenced by the fact that only one of the four member corporations was still an active AWS partner at the expiration of the Grant. Corporate Liaisons and Board Members were displaced from jobs as Education and Development high-level professionals. In sum, Basic Skills training shifted to a low priority, particularly after multiple corporate training departments were consolidated. In a most basic sense, "Training just wasn't a priority anymore."

Without the internal support of the sponsoring companies, the functioning of the AWS program diminished-- assessment data were unattainable, attendance in Board meetings plummeted, classes were delayed and/or canceled, and various initiatives were halted.

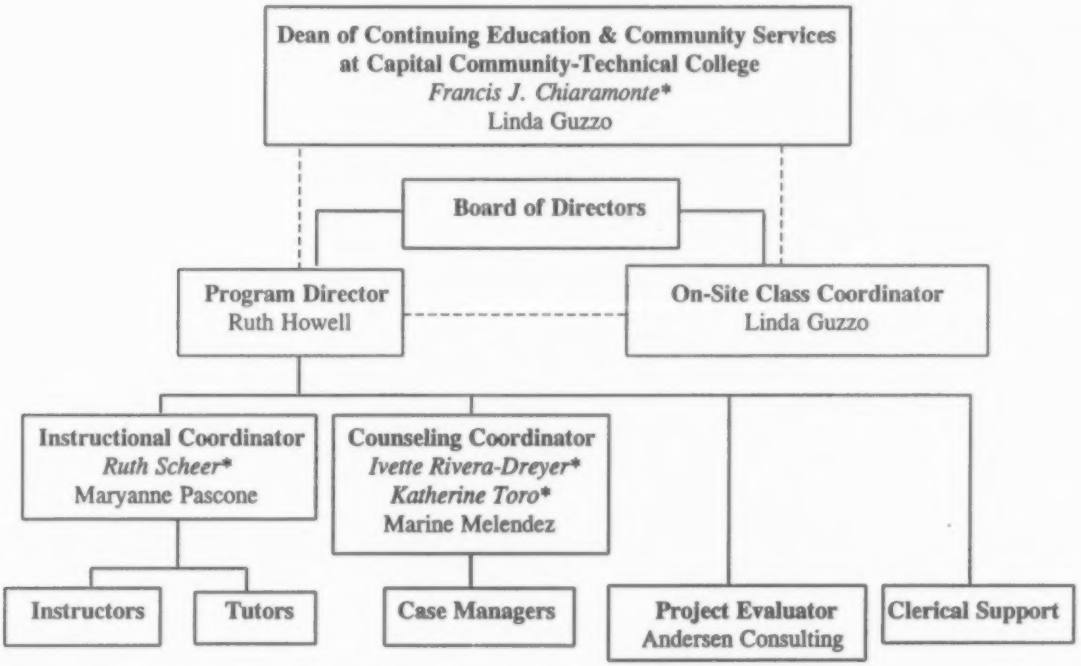
It is critical to note however, that all of the corporate financial commitments were honored.

Issues

The partner corporations' ability and will to collect training data was seriously impacted by massive layoffs, continuous threats of layoffs, and waves of restructuring. Without the involvement of the Corporate Liaisons, there was limited capacity to solicit employee or supervisor feedback on training outcomes. For these reasons, much AWS data was inconclusive, as there was limited information for Andersen Consulting as Project Evaluator to assess from both a qualitative and quantitative standpoint.

AWS Organization Chart

The following diagram represents the leadership of the AWS collaborative, which is spearheaded by Ruth Howell, Project Director. The Board of Directors is comprised primarily of Corporate Liaisons from the four sponsoring companies, along with representatives from involved agencies and organizations. As in the first GHAL grant, Andersen Consulting was retained as Project Evaluator.



**The names appearing in italics are individuals who at one time during the current grant period were responsible for the position. Names that are not italicized represent the individuals who held the positions at the expiration of the grant.*

Board Subcommittees

In order to best meet the objectives set forth in the grant, the Board formed the following three sub-committees at the start of the grant period: 1)Evaluation; 2) Curriculum; and 3) Budget.

The Evaluation Committee worked to build upon existing methods in evaluating instructional outcomes at the CPA and corporate worksites. The Board confirmed that their goal was "to streamline the existing measurement system to maximize outcome data, while insuring that results across member companies would be comparable." *Please see the Evaluation Approach section of this report for more information regarding the evaluation instruments and process utilized by AWS to measure the program outcome.*

The Curriculum Committee focused on developing a comprehensible core curriculum that would allow for employee and supervisor input. Existing curricula were reviewed and evaluated, current needs were assessed, and comprehensive learning objectives drafted and approved. To simplify the course curricula and standardize the format across the CPA and on-site, curriculum packets were developed and disseminated to all instructors. To best meet the needs of the trainees, the Instructors were directed to work closely with the Corporate Liaisons in selecting specific course objectives, and were also encouraged to visit the employee worksites to understand skill application.

The Budget Committee was charged to monitor project finances and fundraising within the parameters of the grant.

Partnership Transitions

There were multiple changes in key personnel throughout the twenty month grant period. Changes occured on a staff level as demonstrated in the above diagram, and within the corporate partnerships. A high-level synopsis of each sponsor follows:

Six months into the grant, the Primerica corporation purchased The Travelers. Primerica decentralized training to individual departments and the corporate training department was eliminated. The Travelers' participation in the AWS grant effectively ended at this point. The Corporate Liaison from The Travelers, who originally served as Chairperson of the AWS Board was consequently laid off from his job.

Shawmut Bank also suffered tremendously in the deteriorating Hartford economy, as a layoff of over 3,000 employees and a threat for another 2,000 occurred during the grant period. Shawmut was the only remaining sponsor at the expiration of the 20-month grant.

At Aetna Life & Casualty approximately 5,000 employees were laid off and the entire training division was phased out. The Aetna Corporate Liaison was displaced and no staff was appointed to assume her duties. Basic Skills courses at Aetna were eliminated.

The fourth partner, Pratt & Whitney experienced massive restructuring and staff turnover throughout the entire grant period-- 3,000 employees were laid off and Basic Skills training was discontinued. For these reasons, Pratt & Whitney was unable to utilize its full complement of courses before the expiration of the grant.

As the corporate sponsors were shifting responsibilities and priorities, the effectiveness of the Alliance for Workforce Skills was greatly impacted. Board meetings, originally held monthly, were reduced to bimonthly, and then quarterly in an attempt to salvage the involvement of the Corporate Liaisons. Consequently from an organizational

perspective, much was lost-- hands-on monitoring diminished, assessments were not completed, development initiatives halted, and committees disbanded.

Course Structure & Delivery

As the AWS strategy originally outlined, all unemployed participants who take part in AWS are trained at the Center for Professional Advancement (CPA). Throughout their training, these participants are considered members of the Greater Hartford Community College (GHCC) community and are thus eligible for use of all college facilities including the library, computer literacy lab, and tutorial assistance center. At the CPA, trainees attend 2-4 hours of instructor-led classes per day, Monday through Friday for twelve-plus weeks. Additional time is dedicated for transition services, including career counseling. According to the grant proposal,

> 'As a general rule, twelve of the sixteen weekly instructional hours are devoted to reading, writing, language and math. The remaining instructional time is focused on occupation-specific training and topics ranging from self-esteem building to "learning to learn." In these latter subject areas, emphasis is place on workplace relevance and job-seeking skills.'

Employees in need of skills upgrading on the other hand, generally participate in on-site training conducted at their place of work. On-site training eliminates travel time and expenses and provides tangible evidence of the linkages between work and instruction. Training is customized at each company to address documented needs. Classroom instruction varies from 3-6 hours per week, for an average of 8-12 weeks. The Basic Skills/Literacy areas covered include the following: English; English as a Second Language; Business Math; Business Communication Skills; Self-Esteem and Motivation; Teamwork and 'others as requested.' To the extent possible, academic instruction is reinforced with 'hands-on' application and other types of experiential learning.

Over the 20-month program extending from May 1993 to December 1994, AWS provided 95,776 hours of training for 793 participants at an average cost of $8.53/hour. This represents a 44% decrease in cost from the prior grant period's cost of $15.50/hour. This decrease was due to an increase of 38,866 hours of training provided. Since the actual number of participants trained this grant period is slightly less than the prior grant period, this would seem to indicate that more training hours were provided per individual.

The cost to the Federal Government to train each student was $371 compared to the $367 per student estimated in the grant. This compares favorably with the $444 cost per student during the last grant period. This reduction was possible because of in-kind contributions from member companies and supporting organizations as well as the procurement of state matching funds. The total cost to train each student was $1031. This cost is slightly higher than the $913 estimated in the grant, but is in line with the prior grant period's cost.

AWS received its support from four primary sources. Following is a detailed summary of the financial and in-kind contributions:

Source	Total Amount	Note(s)
U.S. Department of Education (Grant)	$296,517	• Table 3.1 (page III-2) provides detailed budgetary information regarding this grant.
State Department of Education and Social Services, Regional Workforce Development Board and Ciry of Hartford Department of Social Services (Matching Funds)	$330,000	
Private Sector Organization (Contributions)	$60,000	• $15,000 was provided by each private sector organization. • Figure 3.2 provides a description and cost of the courses that were provided at each of the organizations in return for their contributions. • Pratt & Whitney was unable to take advantage of their total available training due to lack of internal trianing commitment.
Private Sector In-Kind Contributions	$132,623	• Office/Classroom $24,750 • Presentations/Training $ 3,610 • Internal Evaluation $ 1,600 • Case Management $16,120 • Financial Assistance $ 4,930 • Curriculum Development $ 1,160 • Project Oversight $ 9,330 • Employee Release Time $66,518 • Dissemination $ 4,605

Table 3.1 - GHAL 20-Month Federal Budget

Item	Budget	Actual	Difference
Personnel			
Project Director	$31,389	$31,389	0
Counseling Coordinator	$18,348	$18,348	0
Case Manager	$3,926	$3,926	0
Instructional Coord.	$11,301	$11,301	0
CPA Instructors	$21,858	$21,858	0
On-site Instructors	$100,000	$100,000	0
Instructional Aides	$11,000	$11,000	0
Clerical	$28,160	$28,160	0
Curriculum	$7,000	$7,000	0
Fringes			
Project Director	$12,556	$12,555.6	$.40
Counseling Coordinator	$7,339	$7,339	0
Case Manager	$393	0	$393
Instructional Coord.	$4,520	$4,140	$379.61
CPA Instructors	$2,168	$2,168	0
On-site Instructors	$5,000	$5,000	0
Instructional Aides	$1,100	$283.23	$816.77
Clerical	$10,484	$10,403.31	$80.69
Travel			
Travel	$3,000	$2,619.74	$380.26
Supplies			
Instructional	$2,000	$2,000	0
Administrative	$1,000	$1,000	0
Equipment	$3,300	$3,300	0
Contractual Other			
Independent Evaluator	$9,500	$9,500	0
Marketing	$2,000	$2,000	0
Transportation	$80	$80	0
Staff Dev Trainers	$300	$300	0
Dissemination	$1,039	$1,039	0
TOTAL	$296,517	$294,466	$2,050.72

Table 3.2: Private Sector Contributions: Course(s), Instructor(s), Costs.

Sponsoring Organization	Course Title(s)	Instructor Name(s)	Cost
Shawmut Bank	Business Writing for Administrative Support (3 classes)	Margaret Demarino	$4,500
	English Pronunciation	Cindy Anyzeski	$2,000
	ESL I (2 classes)	Kim Cronin-Chen	$4,000
	Basic Business Writing (2 classes)	Mary Snopkowski	$3,000
	Office Skills	Cindy Anyzeski	$1,500
Total Cost			**$15,000**
Aetna Life & Casualty	Intermediate ESL (4 classes)	Harriet Nirenstein	$10,000
	Advanced ESL (2 classes)	Harriet Nirenstein	$5,000
Total Cost			**$15,000**
The Travelers Companies	Refining Spoken American English	Marguerite Yawin	$1,500
	Business Communications	Cindy Anyzeski	$1,000
	Working Well with Co-Workers (2 classes)	Lanette Macaruso	$3,000
	Customer Service for Mail Services	Lanette Macaruso	$1,000
	Writing Skills	Lanette Macaruso	$1,000
	Customer Service	Lanette Macaruso	$7,500
Total Cost			**$15,000**
Pratt & Whitney	Technical Writing for CNC Machinists	Fred Andrews	$5,000
Total Cost			**$5,000**

The Alliance for Workforce Literacy's Evaluation Committee improved the evaluation process and instruments used to assess the effectiveness of the AWS training. The committee standardized the evaluation instruments used for the on-site training programs, incorporating learning objectives of the specific course as well as more generic skills that applied across all courses. In addition, AWS defined clear guidelines for the collection of both pre and post-training evaluation from participants and instructors. This was done to more effectively facilitate the collection of participant information,

AWS also instituted a more formalized approach to gathering participant demographic and test information at the CPA. AWS partnered with Andersen Consulting to design a database to facilitate reporting and evaluation of the CPA program. Andersen Consulting and AWS worked together to identify participant data points which would serve as the basis for this report.

The committee continued to base their evaluation instruments on the model of training evaluation first developed by Donald Kirkpatrick. David Zacchei presented Kirkpatrick's evaluation model at the Workplace Literacy Directors/Partners Conference in Washington D.C. positioning it as the basis of AWS's evaluation process. It was very well received. Following is a brief description of the four levels of evaluation associated with Kirkpatrick's training evaluation model.

Level 1- Reaction: This level of evaluation measures trainees' subjective reactions to the training and the trainers (i.e. Did you like the class? How would you rate it? Was it valuable to you?). Data for Level One is usually collected via a questionnaire that trainers distribute to participants at the end of class.

Level 2 - Learning: Level 2 instruments measure the principles, facts, and techniques learned and attitudes changed as a result of training. Pre- and post-written tests are the most common form of data collection for this level.

Level 3 - Behavior: Level 3 instruments seek to measure the participant's post-training behavior on-the-job compared to their pre-training on-the-job behavior. In other words, Level 3 measures the transfer of skills from training to the job. Examples of data collection approaches for this level include self-appraisal and supervisor surveys, observation, and analysis of work samples.

Level 4 - Results: Level 4 evaluation measures the tangible, quantitative results of the training on the operational results of the trainee's organization. For example, it seeks to tie the training to reductions in the company's costs, improvements in quality, or increases in revenue.

Level 4 was not evaluated during the last grant period due to the difficulty of collecting this type of data, potential legal implications and lack of data. Because training is seen as having a definite impact on the bottom line results of an organization, the Evaluation

Committee was committed to developing a process to collect data at the results level for this grant period. However, it became apparent as the grant period progressed that this goal would not be realized. There was insufficient commitment from the member companies to effectively measure the impact on the bottom line due to Connecticut's economy and the financial constraints at the member companies. Thus, the group decided not to attempt to collect in-depth Level 4 data.

The Program Outcome section of this report documents results from these three levels of evaluation.

Demographics

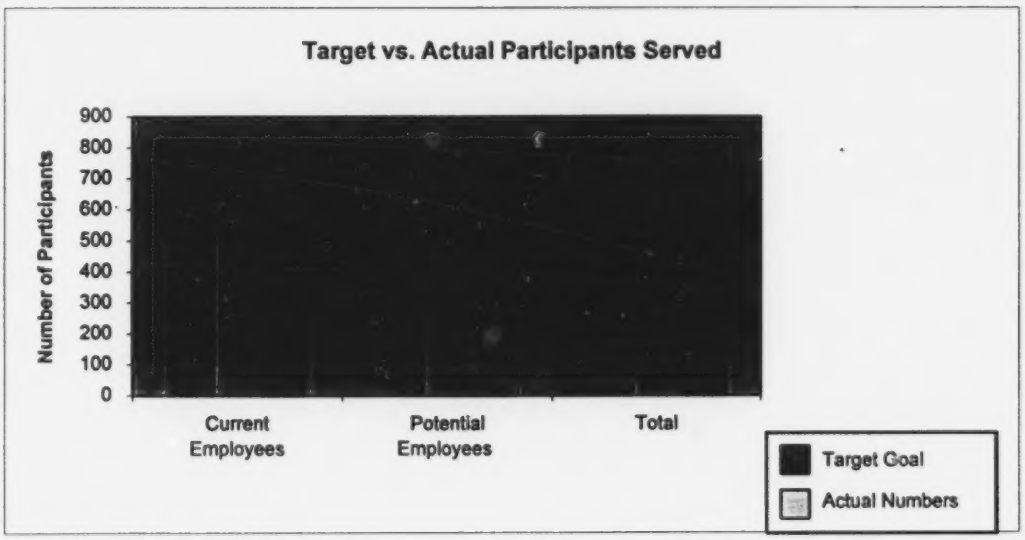
Alliance for Workplace Literacy program data was collected, analyzed and classified within the overriding categories of Program Parameters and Participant Data. The following numbers and graphs capture key outcomes of the May 1, 1993 through December 31, 1994 grant period. The following data was collected:

I. Program Parameters
- Target vs. Actual Participants Served
- Participants Served by Site
- Participation in Programs Offered
- Contact Hours

II. Participant Demographics
- Mean age of Participants
- Gender Distribution
- Race/Ethnicity of Participants
- Single Head of Households
- Limited English Proficient
- Learning Outcomes
- Participant Work History with Existing Company

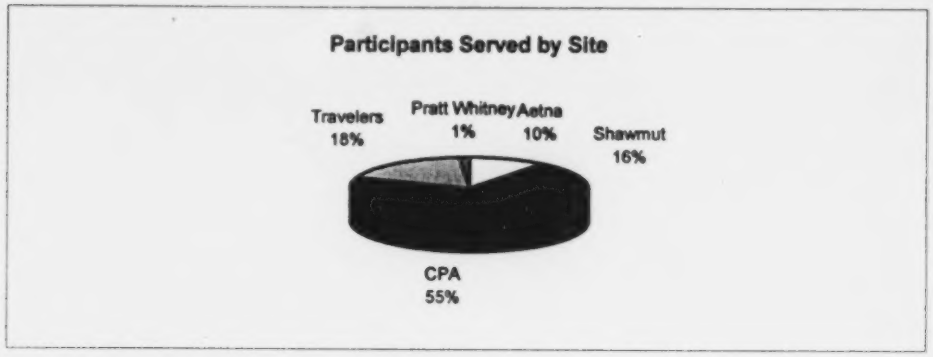
I. Program Parameters

Target numbers		*Actual numbers served*	
Current Employees	520	Current Employees	360
Potential Employees	300	Potential Employees	433
Total	820	Total	793



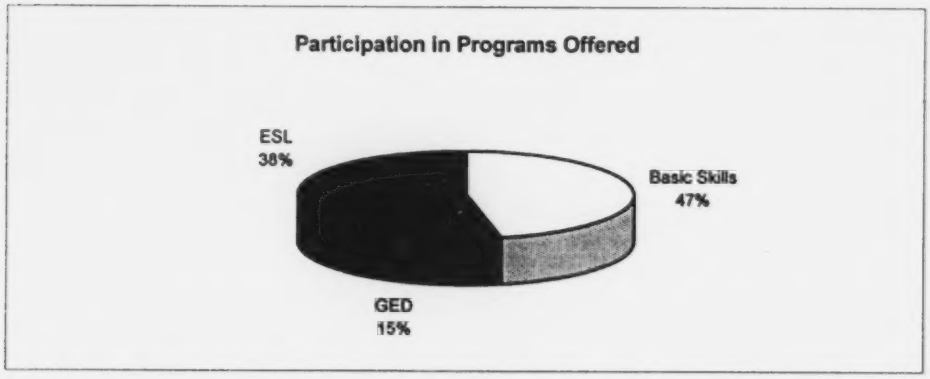
Participants Served by Site:

Aetna	82
Shawmut	124
CPA	433
Travelers	144
Pratt Whitney	10
	793



Participation in Programs Offered

Basic Skills	371
GED	120
ESL	302



Contact Hours (the number of teaching hours that participants receive)

Contact Hours Provided	95,776
Participants served	793
Contact Hours per Participant	121

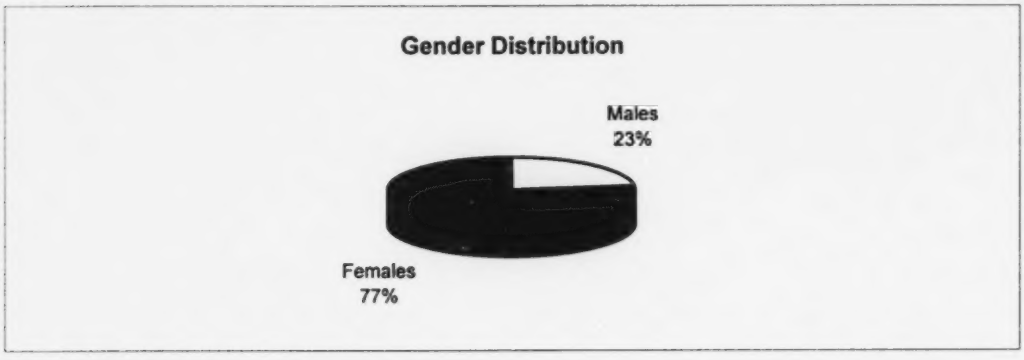
II. Participant Data

The AWS program operates under the aegis of Greater Hartford Community College's EEO and Affirmative Action plan and procedures. Moreover, the original GHAL Partnership Agreement explicitly prohibits discrimination on the basis of sex, race, color, national origin, age, religion, handicap, political affiliation, or income level. This demographic data is collected to monitor the program's effectiveness in recruiting and servicing minorities and special populations.

Mean age of Participants	30

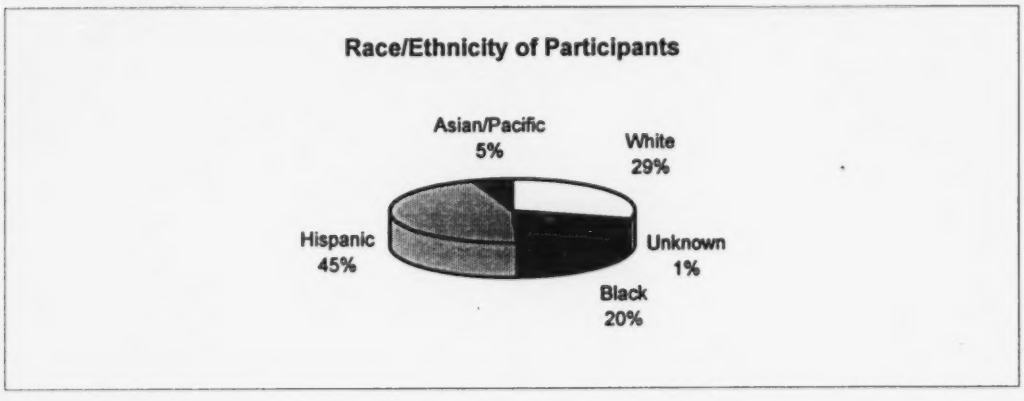
Gender Distribution

Males	182
Females	611



Race/Ethnicity of Participants

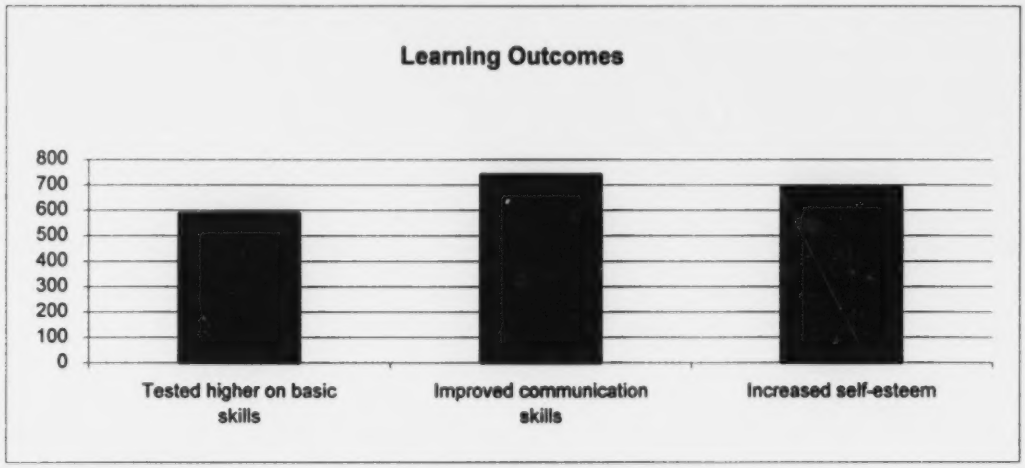
White	221
Unknown	4
Black	147
Hispanic	342
Asian/Pacific	39



Single Head of Households	309
Limited English Proficient	512

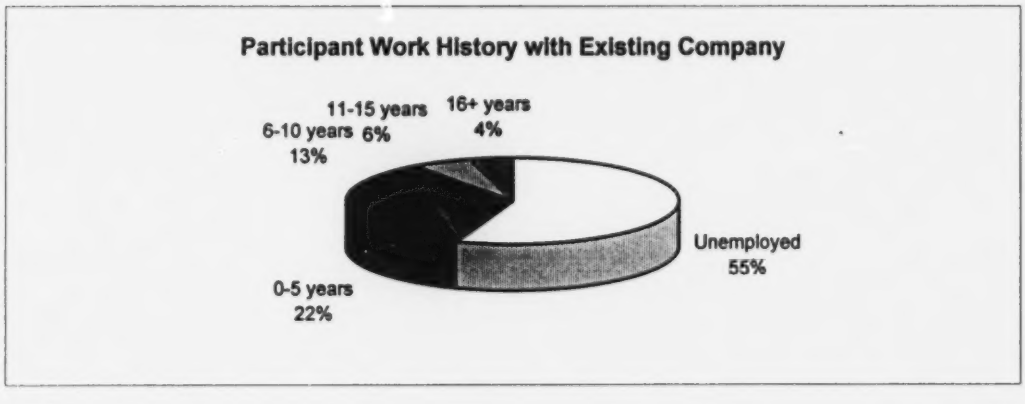
Learning Outcomes

Tested higher on basic skills	589
Improved communication skil	742
Increased self-esteem	693



Participant Work History with Existing Company

Unemployed	433
0-5 years	170
6-10 years	99
11-15 years	45
16+ years	33



Corporate Training Program Test Results

As stated earlier, the Corporate Training Program evaluations attempted to measure reaction, learning and behavior. Unfortunately, due to the inherent problems at the sponsor companies as a result of the Connecticut economy, the percent of evaluations completed and returned was very small. As a result, the analysis of the data is relatively inconclusive. Nonetheless, it was felt that given the major obstacles, the program still showed very positive results.

To quantify students' reactions, responses to questions were recorded on a three point scale. A score of three represents the highest possible score (i.e. excellent, high value) and score of one represents the lowest possible score (i.e. poor, no value). Participants were also given the opportunity to comment on each of these areas. Following is a summary of the evaluation results.

I. Level One - Reaction

To measure participants' subjective reaction to the training, trainees at the on-site courses completed a standardized questionnaire on the last day of class. Exhibit 5.1 provides a sample AWS Evaluation instrument developed to measure reactions to the Corporate Training Program. This type of evaluation instrument provides valuable feedback to the trainers and program administrators regarding participant satisfaction. The Corporate Training Program Evaluation asked the participants to react to three different areas of consideration: 1) Program Value; 2) Instructor Effectiveness; and 3) Program Effectiveness.

A total of 360 participants received training through on-site courses. Twenty-six reaction evaluations were returned. This represents a return rate of 7%. Therefore, the results are relatively inconclusive. However, the general reaction to the program was extremely positive. Following are the detailed quantitative and qualitative results by category:

A. Program Value:

The Program Value section measured the degree to which participants preceived the program was relevant to their work or life. Overall the participant reaction was very positive. They felt that the program helped improve their written and verbal communication skills and increased their confidence on the job. 100% of the participants agreed that they should have been in the program and would recommend this training program to others. Overall, students placed a very high value on the training they received, rating it an average of 2.8/3.0 scale.

Participants' comments also indicated that the program was very valuable. The parts of the program trainees found most valuable were:

- Conflict resolution
- Assertiveness
- Time management
- Dealing with interpersonal - "There is a lot of need to get along in the workplace."
- Vocabulary, reading, writing and pronunciation
- Pronunciation - "There are a lot of differences between English and Russian languages with pronunciation."
- The correct way to word and write letters and memos.

Other comments regarding Program Value:

- "There is a lot of need for being organized in the business world."
- "I feel much better with my English after this training."
- "Very informative - everyone who writes should take (this course) as a refresher."
- " I though the instructor is a fantastic fun teacher. Didn't feel like I was stuck in a writing class. And I learned a lot."
- "This program is great for people who came from another country and who forget what they learned many years ago. The writing is the best part of the course."
- "I feel this class was an asset to my job. I feel I can write more confidently now."

B. Instructor Effectiveness:

The Instructor Effectiveness section attempted to measure the degree to which the instructor was effective in presenting the material. The evaluation addressed five areas:

- Clarity of presentation
- Knowledge of subject
- Encourages or encourages class participation
- Stimulated participant to think about ways to use program
- Overall effectiveness

The results were overwhelmingly positive. Students reacted very favorably to the Corporate Training Instructors with a 2.95/3.0 scale.

Comments regarding the instructors include the following:

- "Extremely well organized, effective instructor"
- "I found the instructor very animated and very enjoyable. She encouraged the participants to write better."

Instructor "always gave us time for questions, even if it didn't pertain to what we were doing at the time."

C. Program Effectiveness:

The Program Effectiveness section measured the degree to which the program's delivery tools were effective. Specifically, the students were asked to evaluate the following items:

- Program Material
- Handouts/Workbook
- Program Activities
- Pace

Overall, students reacted favorably to Program Effectiveness with a 2.57/3.0 score. They placed a moderate to high value on each one of these instructional materials. The only constructive criticism regarding program effectiveness related to the desire to increase the program from its current four week time frame and to conduct a follow-up class to provide the opportunity to show improvement. This comment seems to indicate that the program was well received.

II. Level Two - Learning

Students and instructors completed an evaluation form before and immediately after training to determine if on-site students learned from their classes. The pre-training form asked the trainee and the instructor to identify skills which needed development. These skills represented the trainees goals during the course. Exhibit 5.2 and 5.3 are sample instruments developed by the AWS Evaluation Committee to help the instructor and trainee identify areas for improvement. A post-training evaluation form containing the same skills areas identified in the pre-training evaluation form were also completed by both the instructor and the trainee. Exhibits 5.4 and 5.5 illustrate the participant post-evaluation and instructor post-evaluation forms, respectively. Both parties were asked to identify whether the trainee "greatly improved", "somewhat improved" or "showed little improvement" in each of the skill areas.

Of 360 participants, 29 trainees and 17 instructors completed post-training evaluations. This represents a return rate of 8% and 5%, respectively. Even though this represents a small sample size, the results indicate that the trainees showed definite improvement. It is interesting to note that both the trainees' and instructors' evaluations generated equivalent results. They both indicated definite improvement in the skill areas in need of development with a score of 2.46/3.0 scale.

III. Level 3 - Behavior

To measure on-the-job changes in participant's behavior the Evaluation Committee implemented Level 3 evaluation. They developed standardized pre- and post-training evaluation forms. Company liaisons were directed to send pre-training assessments to a participant's supervisors prior to the course. Pre-training assessments would include coaching tips, a curriculum description and a letter requesting the supervisor's input and soliciting their support. Supervisor post-training assessments were to be completed 4-6 weeks following training. Exhibit 5.6 contains the Supervisory Post-Evaluation form. Participants were also asked to complete post-training assessment to evaluate the effect of training at the workplace. Exhibit 5.7 contains the Follow-up Survey for the Trainee form. However, there was no one at the member companies to follow through with obtaining the required information due to the lack of company liaisons. As a result, the data was unavailable to assess this level of training.

CPA Test Results

Similar to the on-site Corporate Training Programs, the CPA attempted to implement three levels of evaluation. Level 1 (Reaction) was measured at the completion of a CPA course. Exhibit 5.8 is an example of the Final CPA Program Evaluation which was used to measure students' reactions to the training.

Level 2 (Learning) was measured through pre- and post-tests in each skill area - math, reading and listening. The ultimate purpose of these courses was to prepare the student to pass a GED exam. However, the results can also be used to determine the degree to which a student improved in the respective skill area.

Level 3 (Behavior) was measured using the Transfer of Skills Evaluation for Supervisors Evaluation form. Exhibit 5.9 contains a sample of this evaluation. This form was completed by supervisors both before training and several weeks after completion of a course to determine whether the student transferred the skills gained during CPA.

Andersen Consulting and AWS staff worked together to design a spreadsheet that could be used to compile participant information and evaluate their progress. The spreadsheet included numerous data points including enrollment reason, services provided during the program, achievements and pre- and post-test results, among others. Exhibit 5.95 contains a description of the data points that were gathered in the spreadsheet as well as the spreadsheet. This data was collected from the CPA participants and were inputted into the spreadsheet. Unfortunately the final spreadsheet that was used for data collection was not delivered until mid-January 1995. As a result, AWS staff had approximately 1 1/2 months to input data for the entire grant period. This impacted the quantity and quality of the data. Out of a total of 433 participants who completed the CPA program, only 212 were entered into the spreadsheet.

The following analysis is based on information that was input into the spreadsheet. The analysis is limited to Level 2 evaluation - Learning. Level 1 and 3 data was not input into the spreadsheet and was not available for purposes of this report.

It should be noted that in addition to offering basic skills training in reading, writing and listening, CPA offered special workshops in such areas as total quality management, values assessment, problem solving, diversity awareness, goal setting, credit basics, teamwork and conflict resolution. Though the results of these courses are not reflected in the following analysis, it is important to note that CPA addressed many issues that are inherent in today's workplace.

I. Level Two - Learning

To determine if CPA students learned from their classes, a test was administered before and immediately after training. Trainees completed the same test, or a parallel test, before and after training so that improvements could be attributed to the training. Trainees took pre-and post -tests in each of the following areas - reading, math and listening. If a student scored 4 points higher in each of these skill area, they were considered sufficiently improved.

Of the 212 participants whose information was entered into the spreadsheet, 67 completed math pre- and post- tests, 74 completed reading pre- and post- tests, and 23 completed listening pre- and post-tests. The following analysis focuses on these sample groups.

Assuming that the information was inputted correctly into the spreadsheet, the participants showed moderate improvement between pre- and post- tests. Of the 67 participants who completed the math pre- and post-tests, 34 participants improved their score by at least 4 points. Several improved their score by as much as 15 points. 33 participants showed little or no improvement. The overall average improvement was 4.4.

Of the 74 participants who completed reading pre- and post-tests, 37 improved their score by more than 4 points; 37 showed little or no improvement.

Of the 23 participants who completed listening pre- and post-tests, 7 improved their score by more than 4 points; 16 showed little or no improvement.

Overall Impression

The Alliance for Workforce Skills continued to mature as a public/private partnership during this second grant period. Over the course of this 20-month period, boardmembers held monthly meeting to review the status of the program and discuss new initiatives to strengthen it. These meetings provided a forum for all members to share ideas and promote the collaborative nature of the group. Perhaps as important, these meeting served as a meeting place where AWS members were able to provide moral support to each other during a time when training departments were being downsized or dismantled. Trainers and training managers were able to share skills and establish a dialogue concerning the future of training collaboratives such as the Alliance for Workforce Skills.

Within a few months on this grant, AWS board members began planning and gaining support for the next grant. Although there was continued support for AWS, the grant was denied. However, in the absence of continued federal workplace literacy grant funding, the AWS board still expressed commitment to continuing the corporate/college collaboration. Karen Santacross, the Chair of the Alliance for Workforce Skills, expressed the value to current AWS members of continuing to schedule regular meetings where skills, materials and strategies are shared across companies.

Obstacles

AWS members acknowledged that the project operated in a deteriorating economic climate over the course of the 20-month grant period. Due to cost containments, restructurings, and downsizing at each of the member companies, commitment to basic skills education diminished. As Aetna's former Liaison stated, corporate priorities shifted from "social responsibility to survival and profitability." Similarly, another board member stated that "it was disheartening that corporate social conscience took a backseat to profits." Many of the sponsor priorities shifted away from training and toward cost containment. Travelers decentralized its training delivery system and discontinued internal basic skills training; Shawmut's corporate environment grew less conducive to training as it laid off up to 5000 employees; Pratt & Whitney underwent massive layoffs and restructuring of job responsibilities which left the Corporate Liaison without clear direction for training efforts. As a result of these organizational changes, the evaluation process and participation in the program didn't work as well as it had been anticipated.

The general consensus was that given the current economy, there was no longer a critical need among employers for trained, functioning applicants given the large pool of educated, unemployed individuals within Connecticut. While AWS was still perceived as serving a valuable resource for upgrading the skills of many current employees, the member companies did not place strong emphasis on on-site training. Many of the corporate representatives were either laid off and or were unable to promote basic skills training throughout the organizations.

Although the AWS members were generally satisfied with the overall program, they were frustrated with some of its limitations. A reoccurring theme throughout this grant period as well as the prior grant period was the inability to teach technical skills as a vehicle for basic skills education. The current marketplace demands applicants should have the basic skills of reading, writing, and mathematics and they should also be computer literate. Boardmembers continued to express frustration with federal guidelines which prohibited the teaching of technical skills such as word processing or the use of spread sheets under the current grant. They expressed that it was very difficult to get the full commitment of AWS companies to offer basic skills training separate from computer skills and customer service training It was decided that AWS must challenge the artificial separation of basic and technical skills training and lobby for a policy change that will promote the kind of integrated and applied training that will truly prepare participants for current and future job openings.

Benefits to Corporate Partners

Despite these obstacles, many of the corporate liaisons expressed satisfaction with the program. The level of commitment on the parts of the members and coordinators, were considered extraordinary. Members agreed that "Ruth Howell and the college went 100% beyond what could have been expected. The level of commitment was remarkable." The Corporate Liaison from Travelers felt that partnership in the grant had been valuable for Travelers, both for quality, cost-effective training that was secured and the broader awareness of literacy needs that AWS created. AWS was seen as a model of how the public sector can serve as a valuable resource to the private sector. Other Corporate Liaisons expressed satisfactions with the quality of the courses, and viewed the collaborative working environment that AWS offered as extremely personally and professionally rewarding. They acknowledged the importance of the collaborative model. Furthermore, it was generally felt that the willingness of AWS members to share "trade secrets" with their peers, some of whom were from competitors, demonstrated the level of trust and professional support that developed over the grant period. A large amount of knowledge and expertise was shared among members, building the capacity of each company in the area of basic skills training.

Benefits to the Community

AWS was viewed by board members as a benefit to both the community and its corporate partners. During a phone conversation, one AWS member commented that was a "remarkably successful experiment." Board members acknowledged the importance of AWS as a collaborative effort. The collaborative partnership is unique in that different companies in different industries share a concern for the same cause - to improve the basic skills of the Hartford workforce. They agreed that pooling corporate resources has promoted a stronger and more comprehensive service to the

Hartford community. Everyone agreed that the need for basic skills will reemerge over the next few years, and the AWS delivery system will again be seen as a model.

Benefits to the Greater Hartford College

One member felt that the college benefited from the resources of the partner companies. Unemployed participants at the College's Center for Professional Advancement received a high powered, worksite-focused education that would not be available through the typical adult education curriculum.

Revisiting the Grant Objectives

In closing, this section serves to revisit the original GHAL objectives set forth by the grant in order to evaluate high-level success. Also in this section is a brief report on the future of the Alliance for Workplace Literacy program.

Once again, the objectives that appear below were originally delineated by the Greater Hartford Alliance for Literacy Board for the May 1, 1993- December 31, 1994 grant. It is critical to point out that many of the objectives are multi-faceted, in the sense that part of an objective might have been achieved, while another part might not have been. In addition, many of the objectives are phrased such that addressing their achievement is subjective. For these reasons, a systematic 'yes' or 'no' approach to evaluation is impossible. Therefore, an earnest attempt was made to respond to each goal based on the available inputs provided to Andersen Consulting, the Independent Evaluator.

1. **To train 520 employees in need of basic skills, 95% of whom will retain their current jobs or be promoted as a result of the skills acquired through training.**

   ⇒ *The first part of this goal was not achieved. In actuality 360 employees were served, which represents 69% of the projected goal.*

   ⇒ *The remaining portion of the goal could not be measured. According to Ruth Howell, "AWS staff were not able to track the shifting job responsibilities or titles of the course participants, and therefore, were unable to draw meaningful conclusions regarding the impact of basic skills training on retention or promotion."*

2. **To solicit pre- and post-training assessments from the supervisors of at least 75% (390) of the employees; resulting data will document an increase in one or more skill areas for at least 90% of the employees.**

   ⇒ ***The program was unable to collect supervisors post-training assessment due to lack of Corporate Liaison involvement.***

3. **To solicit self-assessments from at least 25% (130) of the employees: at least 75% (98) will report enhanced skills.**

   ⇒ ***Out of a total of 360 participants who completed the on-site training programs, 29 employees completed post-training assessments. This represents 8% of the student population and is 17% less than the projected goal.***

   ⇒ *The sample size of test results was very small which leads to inconclusive results. However, out of a scale from 1 to 3, the average level of*

improvement was 2.46 indicating that students perceived definite improvement across all skill areas.

4. **To pre and post assess all employees in the targeted skill areas: at least 80% (440) will show a 10% or greater increase in scores.**

   ⇒ ***Actual test scores were not gathered from the Corporate Training Programs.***

5. **To train 300 unemployed participants at the Center for Professional Advancement; 20% (60) will become employed, 50% (150) will show score increases of one grade level on the CASAS test. The majority will demonstrate more positive attitudes toward learning and a reduction in barriers to employment or education, increased self-confidence and a greater ability to define and solve problems.**

   ⇒ *The goal of training 300 unemployed participants was surpassed, as 433 'potential employees' were in fact served at the CPA. This number is 44% higher than originally projected.*

   ⇒ *According to Ruth Howell, "39 (9%) became employed. . . and 388 (90%) showed score increases of one grade level or more on the CASAS test."*

   ⇒ *Reducing barriers in employment or education was an objective taken very seriously by the AWS program, as demonstrated by their strong Case Management system. Every participant was provided access to a Case Manager for counseling on personal and academic issues, as well as providing referrals for additional support if needed. According to Ruth Howell, "Case Managers documented their work with approximately 220 participants to resolve employment barriers such as child care and transportation problems, family violence, substance abuse issues, housing and legal problems, and family concerns."*

   ⇒ *The final part of the objective that deals with increased self-confidence and problem-solving ability can not be evaluated. The original goal of developing an assessment instrument that measured self-esteem, group interaction skills and critical thinking/reasoning was terminated at the discretion of the Board.*

6. **To expand the AWS (GHAL) partnership into a regional response to workplace literacy issues.**

   ⇒ *Much action did occur in the realm of AWS information dissemination. Please see the Dissemination Plan in the Exhibits section of this report for more specific information.* ***(Exhibit 7.1)***

⇒ *In terms of regional response, it is of merit to note that the public sector surpassed their level of financial and in-kind contributions in order to enhance the AWS program. The following organizations and agencies aided this effort: CT Department of Labor; the State Departments of Education and Social Services; the Regional Workfoce Development Board; the City of Hartford Department of Social Services; Literacy Volunteers; the Urban League of Greater Hartford; the Village for Families & Children, Inc.; the Community-Technical College System; and the Hartford Board of Education.*

7. **To provide visible leadership and advocacy on issues related to adult education and school-to-work transition.**

   ⇒ *The Staff and Board of AWS appear to have been quite visible within the local area and beyond. Further, the AWS Model has served as a national model for the collaborative design and delivery of workplace literacy efforts. The Board is committed to transfer the AWS model to other businesses and industries, thereby enhancing visibility of the collaborative.*

   For example, AWS staff and Board members are actively involved in regional School-to-Work, Tech Prep, Job Training Partnership Act and Carl D. Perkins planning and programming, as well as running the regional Transition to College Program for local adult education.

   ⇒ *Staff and Board members sit on the Regional Workforce Development Board where they oversee school-to-work, adult education and employment training programming. They attended a number of local conferences and workshops, and advocated the need for basic skills training within partner corporations.*

   ⇒ *For more information, see the Accomplishments Page in the Exhibits section of this report.* ***(Exhibit 7.2)***

8. **To expand awareness and institutionalize a response to the need for workplace literacy training within the partner corporations.**

   ⇒ *It is very difficult to measure this objective, based on the fact that three of the four partner corporations withdrew from the program before the expiration of the grant. In the most obvious sense, this drop of support demonstrates that the current objective was not met.*

   ⇒ *On the other hand, Shawmut Bank, the lone remaining partner, exemplified this goal by institutionalizing basic skills training to a significant degree. Theirs truly is the success story of AWS. 'Basic skills courses were incorporated into the company's standard internal training offerings, and in some cases, transferred to the Boston home office. A dramatic shift in corporate culture occurred whereby developmental training for employees*

below the rank of supervisor is now considered critical to the profitability of the company. The Shawmut Corporate Liaisons attribute much of this change to their company's participation in the AWS collaborative.'

9. **To continue development of a program that is replicable in other areas.**

   ⇒ *Development of the AWS collaborative was not expanded throughout the course of the grant, as three of the four corporate sponsors withdrew.*

10. **To incorporate a "big helping small" component that allows vendors and subsidiaries of the partner companies to utilize the Center for Professional Advancement (CPA).**

    ⇒ *This objective can not be evaluated specific to 'vendors and subsidiaries of the partner companies' as no related data was uncovered.*

    ⇒ *It is significant to note however that the Board extended a solid effort to involve smaller companies in the collaborative. They attempted to do so by meeting with over 25 small companies in the area, inviting them to attend a videoconference on workplace literacy, and soliciting their input into the AWS program. According to Ruth Howell,*

    > *"The response was consistent: small companies did not have the person power to organize basic skills training, and could not afford to release their employees for training, even where glaring problems with illiteracy or the inability to speak English directly interfere with productivity. . . Three of the companies ultimately signed on as partners to AWS' 1994 grant application (which did not receive funding)."*

    ⇒ *In addition, the third grant request included eleven sponsors, which represents a dramatic increase from the original list of eight in the first grant, and four corporations in the second grant. This demonstrates an earnest attempt at 'expanding the AWS partnership into a regional response to workplace literacy issues.'*

11. **To design structures (participant focus groups, peer counseling/tutoring opportunities) that more effectively incorporate participant input into the program design.**

    ⇒ *Trainee input was solicited at all four of the partner corporations, yet the degree to which is was gathered and the media that was utilized varied greatly. For example, employee focus groups were conducted at The Travelers and Shawmut to assess the application of learning at the workplace. The Travelers assigned staff to conduct telephone and oral*

interviews with course graduates to gauge their level of satisfaction with the course as well as future training needs.

⇒ *No data was found regarding 'peer counseling/tutoring opportunities.' Additionally, no information about input structures (beyond the standard evaluation forms) for unemployed participants was located; the exception being that three graduates from the CPA were hired as AWS staff.*

12. **To incorporate Total Quality Management (TQM) principles into all aspects of the basic literacy skills offered to program participants.**

⇒ *Data on the application of TQM principles into the AWS program was limited, yet there did seem to be some introduction to the concepts. For example, TQM principles were taught at the CPA during each training cycle, and teamwork was emphasized in all classes. In addition, AWS staff took part in an inservice training on TQM principles and methodologies.*

13. **To develop and implement an evaluation mechanism for measuring the effect of workplace literacy training on departmental business goals or profitability in two or more companies.**

⇒ *A decision was made by the Board to not pursue this goal based on work climate. According to Ruth Howell, "Board members felt it would be impossible to isolate the effects of AWS training from the range of variables that were impacting corporate profitability, considering the economic instability of the region."*

14. **To expand the project evaluation system to include pre- and post-training assessments of self-esteem, group interaction skills and critical thinking/ reasoning abilities.**

⇒ *A decision was made by Board to not pursue this goal. Again, the rationale was based on the turbulent work climate.*

Future of AWS

Since the announcement that AWS' most recent application for the third National Workplace Literacy Grant was rejected, the remaining Board members have made a significant effort to plan the continuation of the program. These efforts include holding focus groups with potential partners, facilitating brainstorming sessions with other public agencies, and holding strategy sessions amongst the Board in order to layout viable options for future AWS funding. According to minutes from a recent Board meeting, 'AWS members are encouraging a restructuring of the collaborative to serve

the companies that joined in our most recent grant application, offering discounted training and repositioning AWS for future funding opportunities.'

Exhibits

Exhibit 5.1

Corporate Training Program Evaluation

To help Corporate Training continue to meet your training needs, please give me your reactions to this program and any suggestions for improving it.

Program Name _____ Date _____

Your Name (optional) _____ Instructor _____

Division/Branch _____

PROGRAM OBJECTIVES

Prior to the class, did you know what the program objectives were? ☐ Yes ☐ No

Did the instructor clearly explain the objectives early in the program? ☐ Yes ☐ No

Did the program meet the objectives?
If not "All", please explain: ☐ All ☐ Some

PROGRAM VALUE

What part(s) of this program will be most valuable to you? Please indicate why:

Should you have been in this program?
If "No", indicate why not: ☐ Yes ☐ No

How would you rate this program relative to your overall training needs?
☐ High Value ☐ Moderate Value ☐ Little Value ☐ No Value

If "Little Value" or "No Value" indicate why:

Would you recommend this program to others?
Please indicate why you would or would not: ☐ Yes ☐ No

Exhibit 5.2

SUPERVISORY PRE-EVALUATION OF PARTICIPANT

Your employee, _____, is scheduled to participate in the course, _____, sponsored by the Alliance for Workforce Skills. The course is scheduled: _____ _____.

Please take a moment to answer the following questions. Your answers will help determine the employee's goals in the course. Thank you.

1. What is the employee's job title?

2. Describe the employee's job.

3. The employee needs to develop the following skills: [please check the appropriate line(s)]

speaking English understandably	_____
understanding what others say	_____
understanding words used on the job	_____
finding information	_____
filling out forms	_____
understanding written information	_____
setting goals	_____

other (please describe)

_____

Your Company: _____ Date:_____

Exhibit 5.3

PARTICIPANT PRE-EVALUATION

You are currently enrolled in _____, sponsored by the Alliance for Workforce Skills.

Please take a moment to answer the following questions. Your answers will help determine your goals in the course. Thank you.

1. What is your job title?

2. Describe your job.

3. I need to develop the following skills: [please check the appropriate line(s)]

speaking English understandably	_____
understanding what others say	_____
understanding words used on the job	_____
finding information	_____
filling out forms	_____
understanding written information	_____
solving problems	_____
setting goals	_____

other (please describe)

_____

Your Company: _____ Date: _____

Exhibit 5.4

PARTICIPANT POST-EVALUATION

Several months ago you participated in the course, _____, sponsored by the Alliance for Workforce Skills.

Please take a moment to answer the following questions. Your answers will help determine the value of the course. Thank you.

1. What is your job title?

2. Describe your job.

3. I have developed the following skills: [please check the appropriate line(s)]

	Greatly Improved	Somewhat Improved	Little to No Improvement
speaking English understandably	_____	_____	_____
understanding what others say	_____	_____	_____
understanding words used on the job	_____	_____	_____
finding information	_____	_____	_____
filling out forms	_____	_____	_____
understanding written information	_____	_____	_____
solving problems	_____	_____	_____
setting goals	_____	_____	_____
other (please describe) _____	_____	_____	_____

4. In which areas do you need more training? _____
_____
_____

Your Company: _____ Date: _____

Exhibit 5.5

INSTRUCTOR OBSERVATIONS OF PARTICIPANTS

Participant _____
Course Title _____
Course Dates/Times _____
Sponsoring Company _____

Summary of Participant's Progress

	Greatly Improved	Somewhat Improved	Shows Little or No Improvement
speaking English understandably	_____	_____	_____
understanding what others say	_____	_____	_____
understanding words used on the job	_____	_____	_____
finding information	_____	_____	_____
filling out forms	_____	_____	_____
understanding written information	_____	_____	_____
solving problems	_____	_____	_____
setting goals	_____	_____	_____
other (please describe) _____	_____	_____	_____

Additional Comments

Recommendations for the Participant's Further Development

Exhibit 5.6

SUPERVISORY POST-EVALUATION OF PARTICIPANT

Several months ago your employee, _____,
participated in the course, _____, sponsored
by the Alliance for Workforce Skills.

Please take a moment to answer to the following questions. Your answers will help determine the value of the course. Thank you.

1. What is the employee's job title?

2. Describe the employee's job.

3. The employee has developed the following skills: [please check the appropriate line(s)]

	Has Improved Greatly	Has Improved Somewhat	Has Shown No Improvement
speaking English understanding	_____	_____	_____
understanding what others say	_____	_____	_____
understanding words used on the job	_____	_____	_____
finding information	_____	_____	_____
filing out forms	_____	_____	_____
understanding written information	_____	_____	_____
setting goals	_____	_____	_____
other (please describe) _____			

4. In which areas do you feel the employee needs further improvement?
_____
_____

Your Company:_____ Date:_____

Exhibit 5.7

ALLIANCE FOR WORKFORCE SKILLS
Follow-Up Survey for Trainee

It has been several months since you completed a course(s) sponsored by the Alliance for Workforce Skills. Please take a few moments to answer these questions to help us evaluate the training you attended. When you finish, please send this form back in the envelope provided.

Your Name (optional): _____
Place of Employment: _____
Name of Supervisor: _____
Phone # of Supervisor: _____

Name of Class You Attended:

1. Are you using the skills from the course on your job?

   Yes ____ No ____

   If yes, please give a specific example of how you are using the skills. If no, please say why you are unable to use the skills.

2. Has your supervisor been involved in your training? How?

3. Has your supervisor noticed an improvement in your job performance since you attended the training?

   Yes ____ No ____ Don't Know ____

   If yes, please give an example of your supervisor's comments.

4. Have you identified a new skill(s) that you want to develop?

   Yes ____ No ____

   What is the new skill(s) you want to develop?

Thank you!

Exhibit 5.8

ALLIANCE FOR WORKFORCE SKILLS
FINAL CPA PROGRAM EVALUATION

Please help us evaluate your training to make it better for future classes.

Name (optional): _____

Circle the number which matches your answer to the following questions.
(1 = Disagree, 2 = Not Sure, 3 = Agree)

IF YOU ARE CURRENTLY EMPLOYED, ANSWER THESE QUESTIONS:	DISAGREE	NOT SURE	AGREE
1. This training helped me become a better employee.	1	2	3
2. I can use the skills I learned on my job.	1	2	3
3. I have a better chance for promotion now than I did before the training.	1	2	3
4. I would recommend this program to other people.	1	2	3

-OR-

IF YOU ARE CURRENTLY UNEMPLOYED, ANSWER THESE QUESTIONS:	DISAGREE	NOT SURE	AGREE
1. The training will help me become a better employee.	1	2	3
2. I can use the skills I learned to help find and keep a job.	1	2	3
3. I have a better chance of finding a job now than I did before the training.	1	2	3
4. I would recommend this program to other people.	1	2	3

(OVER)

STAFF SUPPORT	DISAGREE	NOT SURE	AGREE
1. When I have a problem, the staff helped me.	1	2	3
2. The staff was available when I needed them.	1	2	3
3. I felt comfortable asking the staff for help.	1	2	3

GENERAL QUESTIONS	DISAGREE	NOT SURE	AGREE
1. I feel more confident about myself now than I did before the program.	1	2	3
2. I learned about different people's styles and cultures.	1	2	3

What was the most valuable part of the training for you?

That would you like us to change in the next program?

Other comments:

ALLIANCE FOR WORKFORCE SKILLS
FINAL COURSE EVALUATION

Please help us evaluate your training to make it better for future classes.

Name (optional): _____

Class Name: _____

Circle the number which matches your answer to the following questions.
(1 = Disagree, 2 = Not Sure, 3 = Agree)

THE TRAINING	DISAGREE	NOT SURE	AGREE
1. This was the right program for me.	1	2	3
2. The information and exercises were clear.	1	2	3
3. The class discussion was helpful to me.	1	2	3
4. The work was too difficult.	1	2	3
5. The work was too easy.	1	2	3
6. The activities in the class were valuable.	1	2	3
7. I had a chance to practice what I learned in class.	1	2	3
8. I had a chance to ask questions and discuss what I learned in class.	1	2	3
9. Books and handouts were helpful.	1	2	3
10. I would like more people from the companies to speak to the class.	1	2	3

What was the most valuable part of the training for you?

That would you like us to change in the next program?

Other comments:

(OVER)

THE INSTRUCTOR	DISAGREE	NOT SURE	AGREE
1. The instructor knew the subject well.	1	2	3
2. The instructor made the information interesting.	1	2	3
3. The instructor moved too fast for me.	1	2	3
4. The instructor moved to slowly for me.	1	2	3
5. The instructor answered our questions in a helpful way.	1	2	3
6. The instructor was flexible when he/she worked with us.	1	2	3
7. The instructor encouraged us to work as a team.	1	2	3
8. The instructor encouraged us to think and solve problems.	1	2	3

Other comments:

Exhibit 5.9

Greater Hartford Alliance for Literacy (GHAL)
Transfer of Skills Evaluation for Supervisor

Name of Trainee: _____
Place of Employment: _____
Name of Supervisor: _____
Phone # of Supervisor: _____

Classes the Employee Is Taking or Has Completed:

Center for Professional Advancement Classes:

Math	_____	Date:	_____
English	_____	Date:	_____
ESL	_____	Date:	_____
Job Skills	_____	Date:	_____

Other GHAL Classes:

_____	Date:	_____
_____	Date:	_____
_____	Date:	_____

Thank you for becoming involved in your employee's training. You can greatly enhance the training by offering your experience, coaching and encouragement to the trainee.

The purpose of the attached form is to measure the performance level of the employee **before** and **after** the training. It lists certain tasks that are covered in the GHAL classes. The evaluation will tell us whether the trainee applied the skills learned in the training to the job. You will fill out this same form **twice**: before the training and about 1 - 2 months after the training. The trainee will fill out a similar form before and after the training.

Directions:

Please check the choice that corresponds to your assessment of the employee's performance of the following tasks. The form is divided into sections which correspond to the GHAL classes offered.

- *Section I* (General Skills) should always be completed since these skills are covered in every GHAL class.
- *Sections II and III* should be filled out *only* if the employee is taking or has completed the corresponding classes. The classes for your employee are checked on the top of this page. Section II applies to the English and English as a Second Language (ESL) classes. Section III applies to the Math class.
- In the *Comments section*, please describe specific examples of when the trainee does or does not demonstrate the skills before the training, and when the trainee does or does not apply the skills to the job after the training.

When you finish filling out the evaluation, please return it in the envelope provided.

Thank you for your help!

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GHAL Transfer of Skills Evaluation

Please check the appropriate answer. This is a: PRE EVALUATION _____.
POST-EVALUATION _____

DATE: _____

Section I: General Skills	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee reports to work on time.						
2. Employee stays within guidelines for lunch & breaks.						
3. Employee calls in when late or absent.						
4. Employee sets (or follows) appropriate priorities.						
5. Employee meets deadlines.						
6. Employee dresses appropriately for the job.						
7. Employee works well with co-workers.						
8. Employee works well with immediate supervisor.						
9. Employee displays self confidence.						
10. Employee asks for assistance when needed.						
11. Employee answers phone appropriately.						
12. Employee takes accurate phone messages.						

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Section I: General Skills (continued)	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
13. Employee asks appropriate questions to get information.						
14. Employee finds own errors with minimal assistance.						
15. Employee is able to catch other people's errors.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

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Section II: English, English as a Second Language (ESL)	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee orally communicates information clearly and accurately.						
2. Employee prepares forms accurately and completely.						
3. Employee interprets written communication correctly.						
4. Employee's written communication uses accurate spelling and punctuation.						
5. Employee uses proper sentence and paragraph structure.						
6. Employee uses proper grammar.						
7. Employee speaks without a strong accent.						
8. Employee speaks with confidence.						
9. Employee understands what people say to him/her.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

Section III: Math	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee is able to perform math calculations on the job with minimal effort.						
2. Employee files accurately using numeric files.						
3. Employee knows how to use a calculator/adding machine.						
4. Employee can interpret numerical graphs or tables.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

Exhibit 5.95

Data Points for Database Spreadsheet

Participant Background Information

- Participant Last Name, First Name, Middle Initial
- Home Address; Apartment Number, Home Town and State, Zip Code
- Social Security Number
- Home Phone Number
- Birthdate
- Age
- Racial/Ethnic Group - enter a 1 in the appropriate column

  W= White; B= Black; H=Hispanic; NA= Am. Indian/Alaska Native; Other = Other
- Gender - enter a 1 in the appropriate column
  M= male; F= female
- Citizen - enter a 1 in the appropriate column
- Veteran - enter a 1 in the appropriate column
- Disability - enter a 1 in the appropriate column
- Last Grade Completed - enter a 1 in the appropriate column
  7= Seventh; 8= Eighth; 9= Ninth; 10= Tenth; 11= Eleventh; 12= Twelfth; 13= Thirteenth; 14= Fourteenth; 15= Fifteenth; 16 = Sixteenth, Other
- High School Diploma - enter a 1 in the appropriate column
  Y= Yes; N= No; E= GED equivalent
- Primary Language - enter a 1 in the appropriate column
  Eng = English; Spa = Spanish; Other = Other

Data Points for Database Spreadsheet

Program Enrollment

- Program - CPA ir VIDA
- Reason for Enrollment
  1= For Present Job; 2= For a Future Job; 3= For Personal Enhancements; 4= For Admission to College; 6= To Receive Benefits; 7= Other
- Entry Status - enter a 1 for all that apply
  1= From Urban Area; 2= Suburban; 3= On City Welfare; 4= State AFDC; 5 = State AFDC/Job Connection; 6 = Immigrant; 7= Disabled/Handicapped;
- Support Services - enter a 1 for all that apply
  HMLS = Currently homeless; TRANS = needs transportation; CARE = needs child/dependent care; Other = Other
- Single Parent - enter 1 if applicable
- JTPA Certified - enter 1 if applicable
- Dislocated Worker - enter 1 if applicable
- Years on Welfare
- Employment Status/Number of years with company - enter a 1 in the appropriate column
  Unem= Unemployed
- Place of Employment
- Work Street Address, Work Town, State and Zip Code
- Work Phone Number

Session Information

- CT/LocSite
  1= VIDA; 2= CPA; 3= On-Site
- Cycle #

Data Points for Database Spreadsheet

Conn. Department of Education (Student Registration Form)

- Funding Source - enter a 1 in the appropriate column
  VIDA; SDE; State Match; CETO; GA; JTPA; Other
- Courses - enter a 1 in the appropriate column

Assessment/Coring Form

- Testing SABE Results
  - Level
  - Date
  - preSP= pre spanish test score as a percent
  - grade= pre spanish grade
  - preMT= pre math test score as a percent
  - grade= pre math grade
  - pstSP= post spanish test score
  - grade= post spanish grade
  - pstMT= post math test score
  - grade= post math grade
  - SP level of improvmnt= spanish score level of improvement automatically calculates the difference between pre spanish score and post spanish score
  - SP grade improvmnt= reading score level of improvement automatically calculates the difference between pre spanish grade and post spanish grade
  - MT level of improvmnt= math score level of improvement automatically calculates the difference between pre math score and post math score
  - MT grade= math score level of improvement automatically calculates the difference between pre math grade and post math grade

- Testing CASAS Results
  - Level
  - Date
  - LSTplace/r= listening placement raw score
  - LSTplace/s= listening placement scale score
  - RDplace/r= reading placement raw score
  - RDplace/s= reading placement scale score
  - MTplace/r= math placement raw score
  - MTplace/s= math placement scale score

  - preLST/r= pre listening test raw score
  - preLST/s= pre listening test scale score
  - preRD/r= pre reading test raw score
  - preRD/s= pre reading test scale score
  - preMT/r= pre math test raw score
  - preMT/s= pre math test scale score

pstLST/r= post listening test raw score
pstLST/s= post listening test scale score
pstRD/r= post reading test raw score
pstRD/s= post reading test scale score
pstMT/r= post math test raw score
pstMT/s= post math test scale score

scale LST level of improvmnt= listening score level of improvement automatically calculates the difference between pre listening score and post listening score

scale RD level of improvmnt= reading score level of improvement automatically calculates the difference between pre reading score and post reading score

scale MT level of improvmnt= math score level of improvement automatically calculates the difference between pre math score and post math score

- Testing GED Results

  Form
  Date
  pre W.S.
  pre S.S
  pre Sci
  pre LI
  preMth
  pretot - automatically totals up pre test scores

  Form
  pst W.S.
  pst S.S
  pst Sci
  pst LI
  pst Mth
  pst tot - automatically totals up post test scores

  Level of Improvement - automatically totals up the level of improvement between total pre-test scores and post test scores

Data Points for Database Spreadsheet

Program Outcome

- Services Provided - enter a 1 in the appropriate column
  Ch.Care= Child Care referral; Hlth.care= health care referral; mental ref= mental health referral; housng= housing ; dom.viol= domestic violence help provided; trans= transportation ; fuel; legal; cloth/furn= clothing and furniture; food; other
- Status - enter a 1 in the appropriate column
  SameLev= retained same level; HighLev= Retained, Higher Level; NotRet= NOT RETAINED
- Reasons for Leaving - enter the codes that apply
  1= Child/Dependent Care;
  2= Health Care;
  3= Family;
  4= Transportation;
  5= Relocation;
  6= Location of Class;
  7= Class Schedule or Time;
  8= Job/Work Time Change;
  9 = Lack of Interest;
  10= Unknown Reasons;
  11 = Other
- Date of leaving
- Achievements (all that apply) - enter a 1 in the appropriate column
  Passed GED
  Met Goals
- Next Steps
  College= Entered College;
  other ed= Entered other Education Program;
  empl= Entered Employment;
  mil= military
  job= Retained or Advanced Job;
  other trng= Entered Other Training
- Continued Employment Full-Time - enter a 1 in the appropriate column
- Continued Employment Part-Time - enter a 1 in the appropriate column
- Increased Performance on the job - enter a 1 in the appropriate column
- Increased self esteem
- Increased parenting skills
- WD/Trans Date
- Total Hrs Attended

Participant Background Information																
						Racial/Ethnic Group						Gender				
Name	Address	SSN	Phone	Birthdate	Age	W	B	H	NA	A	Other	M	F	Citizen	Vet	Disab
Total						0	0	0	0	0	0	0	0	0	0	0

Participant Background Information (Continued)																
Last Grade Completed											HS Diploma			Primary Lang		
7	8	9	10	11	12	13	14	15	16	Other	Y	N	E	Eng	Spa	Other
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Participant Information Spreadsheet

Program Enrollment																					
Program	Enrollment Reason						Entry Status								Support Services			Single	JTPA	Dislocated	Yrs on
	PresJob	FutJob	PersEnh	AdmColl	RcBen	OTH	Urb	Sub	Wel	AFDC	Job	Imm	Dis/H	Hmls	Trans	Care	Other	Parent	Certified	Worker	Welfare
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Program Enrollment (continued)							Session Info - CT/LocSite				Conn. Dept. of Education (Student Registration Form)						
Employment Status				Place of	Work	Work					Funding Source						
Unem	0-5y	6-10y	over 10	Employmt	Address	Phone	VIDA	CPA	On-site	Cycle	VIDA	SDE	St. Match	CETO	GA	JTPA	Other
0	0	0	0				0	0	0		0	0	0	0	0	0	0

IF GA		Courses				
Social Worker	ID#	ABE	GED/Eng	GED/Spa	ESL	Tutorials
		0	0	0	0	0

Testing SABE Results										SP level of	SP grade	MT level of	MT grade	Testing CASAS Results					
level	Date	preSP	grade	preMT	grade	pstSP	grade	pstMT	grade	improvmnt	improvmnt	improvmnt	improvmnt	level	Date	LSTplace/r	LSTplace/s	RDplace/r	RDplace/s
										0	0	0	0						

Participant Information Spreadsheet

MTplace/r	MTplace/s	preLST/r	preLST/s	preRD/r	preRD/s	preMT/r	preMT/s	pstLST/r	pstLST/s	pstRD/r	pstRD/s	pstMT/r	pstMT/s	scale LST level improvmnt	scale RD level improvmnt	scale MT level improvmnt
														0	0	0

Participant Information Spreadsheet

																Program Outcome							
Testing GED Results															level of	Services Provided							
form	Date	pr/WS	pr/SS	pr/Sci	pre/Li	pr/Mth	pretot	form	pst/WS	pst/SS	pst/Sci	pst/Lit	pst/Mth	psttot	improvmnt	Ch.Care	hlth.care	mental ref	housng	dom.viol	trans	fuel	legal
aa	1/6/95						0							0	0								
																0	0	0	0	0	0	0	0

Participant Information Spreadsheet

			Status			Reasons		Achievemets		Next Steps						ContEmp		Incr Perform	Incr Self	Incr Parent	Total Hrs
cloth/fur	food	other	SameLev	HighLev	NotRet	ForLeaving	Date	passed GED	met goals	college	other ed	empl	mil.	job	other trng	FT	PT	On Job	Esteem	Skills	Attended
0	0	0	0	0	0			0	0	0	0	0	0	0	0	0	0	0	0	0	

Exhibit 7.1

ACCOMPLISHMENTS OF THE ALLIANCE FOR WORKFORCE SKILLS WORKPLACE EDUCATION PROGRAM

- Established a unique public-private between five major corporations and the state community-technical college system
- Generated over $525,000 in corporate contributions and in-kind services
- Attracted over $500,000 in additional funds from the State Departments of Education and Labor
- Provided job-related basic skills training to 1301 participants over 36 months
- 99% of employed participants achieved positive outcomes (advanced skill levels)
- 82% of unemployed participants achieved positive outcomes (e.g., entered employment, received GED, entered college or skills training)
- Despite the recession-ravaged Connecticut economy, 20% of unemployed graduates entered employment or on-the-job training
- Supervisors of employees reported improvement in every area targeted by the program
- Developed job-relevant curricula in skills identified as critical by the U.S. Department of Labor SCANS report, including business communication, business math, decision making, problem solving, and team work
- Developed a comprehensive evaluation system to document effectiveness of program and track success of participants
- Collaborated with numerous national, state, and local public, nonprofit, and private organizations to share our program
- Received publicity through articles in The New York Times, The Business Council for Effective Literacy newsletter, and The Hartford Courant, as well as through presentations at state and national conferences

Exhibit 7.2

Greater Hartford Community College
Hartford State Technical College

Community College Campus
61 Woodland Street
Hartford, Connecticut 06105
Tel.: 520-7800 Fax: 520-7906

Technical College Campus
401 Flatbush Avenue
Hartford, Connecticut 06106
Tel. & Fax: 527-4111

DISSEMINATION PLAN

Greater Hartford Alliance for Literacy

The Greater Hartford Alliance for Literacy (GHAL) will disseminate information about the Workplace Literacy Project during and at the conclusion of the grant in October, 1994. The following documentation will be maintained for dissemination: a list of steps required to develop and start up the program, a project timeline corresponding to these steps, a project description, staffing requirements, a budget, a list of project outcomes and the project evaluation reports. In addition all curricula, participant intake and tracking forms, instructional materials, evaluative instruments, and lists of workplace literacy resources will be made available within the college system as will on-going technical assistance in program development, private/public collaboration, and overall project management. GHAL Board members and project staff will deliver technical assistance as appropriate.

The following is the GHAL Project plan for project dissemination:

1. Dissemination to Corporations:

   *Following an opening press conference, on-going publicity will focus on developing awareness in area companies, particularly small business and vendors, of the issues of workplace literacy. In addition GHAL will continue to expand the "buy-in" on all levels within the member corporations via corporate newsletters, quarterly project reports, and press releases and feature stories in the area media.

   *GHAL Board members will identify and meet with their counterparts in potential member small companies to encourage their participation in the project. Extensive "networking" is expected to be the most effective form of dissemination.

   *Corporate representatives will be invited to periodic openhouses at the GHAL workplace literacy center (Center for Professional Development). Project staff are considering showcasing each member company in day-long activities that would include distributing information about that company, inviting representatives to meet with students, and tours of the company.

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2. Dissemination to statewide colleges:

*The presidents, deans and Board of Trustees of Connecticut's community-technical colleges will be briefed periodically on the progress of the project.

*Quarterly reports will be submitted to the State Department of Higher Education for dissemination throughout the statewide college system.

*Throughout the grant period workshops on program and start-up components will be offered through the Board of Trustees of the Community-Technical Colleges.

*Quarterly reports and curricula will be distributed through the statewide Business and Industry Services Network to each of the colleges that houses a regional coordinator.

*Within Greater Hartford Community College all staff coordinating enrichment/remedial programming will be kept abreast of developments at the Center. Ways to share resources and refer participants across programs will be explored.

*GHAL will submit articles to college newspapers to update staffs and student bodies on accomplishments.

3. Dissemination to adult education programs:

*The Governor's Coalition on Literacy will be kept informed of grant developments.

*GHAL members will present a workshop on the project at the 1994 Conferences of the Commission on Adult Basic Education, the Connecticut Commission on Adult and Continuing Education, and at other state and regional conferences as appropriate.

*Periodic Center for Professional Advancement openhouses will target adult educators and State Department of Education staff.

4. Dissemination to other State and Local Agencies and Projects:

*The State Departments of Labor and Economic Development will receive periodic project reports and will be invited to a Center openhouse.

*State and local Job Training Partnership Act (JTPA), Carl D. Perkins area collaboratives (CETO), the State JOBS Program (Job Connection), and the City of Hartford Department of Social Services and Board of Education will be given copies

of project reports as appropriate. Efforts will be made to coordinate resources and services with each of these organizations as well as local remediation and skills training program operators that utilize Job Connection, JTPA, CETO, and city training funds.

*Information will be given to the Greater Hartford Chamber of Commerce, Hartford City Council, Board of Education, and the State Legislature's Education Committee regarding the need for workplace literacy using the model of the GHAL project. Following the conclusion of the grant, final outcomes will be distributed.

*Other requests for information or technical assistance will be met to the fullest extent possible.

5. Dissemination on the National Level:

*At the conclusion at the project staff and Board members will prepare and submit articles to professional journals outlining project results in areas of national interest.

*Proposals to conduct workshops on GHAL's structure and learnings will be submitted to national conferences.

*Copies of the final project report will be submitted to the Clearinghouse on Adult Education and Literacy, the ERIC Clearinghouse on Adult, Career and Vocational Education, and the Northeast Curriculum Coordination Center.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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